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A small-scale exploration of introducing a pragmatic-focused pedagogical model
for some adult Japanese learners of English as a common language

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In this dissertation all quotations from other authors have been acknowledged

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LIST OF ABBREVIATIONS

SL	second language
FL	foreign language
NS(s)	native speaker(s)
NNS(s)	non-native speaker(s)
SLA	second language acquisition
CLT	communicative language teaching
ILP	interlanguage pragmatics
ELF	English as a lingua franca
JL(s)	adult Japanese learner(s)
MEXT	Ministry of Education, Culture, Sports, Science and Technology
ALT(s)	assistant language teacher(s)
L1	first language
L2	second language
C1	first culture
C2	second culture
DCT	discourse completion test
AE	American variety of English
CRG	giving compliments and responding to compliments as part of greeting
SCI	scripted consecutive interpreting
QAR	qualitative action research

ABSTRACT

The need to conduct research in specific local contexts in constructing an apt pedagogical model(s) with relevant theoretical rationale in current intercultural communication has been called for. In response to the need, this qualitative action research introduces a pedagogical model tailored for specific adult Japanese learners of English as a lingua franca (ELF) and examines its effects.

The profiling/multiple-instrument data gathering approach was chosen.

The results have demonstrated that, although the research was a small-scale exploration involving a single lesson and focusing on four learners, the introduced pedagogical model has a potential in fostering the learners' necessary mutual ground for intercultural communication as ELF speakers, and in helping them realize the need to develop their pragmatic ability in one variety of English.

Furthermore, interpreting various interactions embedded in the model in theoretical framework has shown that the interactions could function as a language/culture socialization process for all who are involved in the research (both learners and teachers).

CHAPTER I   INTRODUCTION

I-1   The shifts of globalization and intercultural communication today

In the second half of the twentieth-century, tension between the prevailing global and local identities had become a marked social feature (Crystal, 1997). The resulting global consolidation, including a certain kind of consumer culture and the dominance of the English language, accelerated in the 70s and 80s and as a result, peoples' lives were increasingly affected by the spreading political, economic and cultural diffusion, coined "American capitalism" (Chang, 2003).

Some of the people, particularly in countries with a colonial past, feared that globalization might supplant local languages and cultures and further widen the gap between the developed, internet-connected societies and the underdeveloped societies (e.g. Phillipson, 1992; Fairclough, 1992; Pennycook, 1994; Canagarajah, 1999). Around the 1990s and beyond, in response to such tensions, there appeared to be a period of critical examination of thought: a one-way transmission of linguistic knowledge and cultural information started to be questioned and a trend "to critically examine both the conditions under which the language is used, and the social, cultural and ideological purposes of its use" had surfaced. A way of teaching that examination is termed "critical pedagogy." Concurrently, "critical language pedagogy" has emerged as an approach to "language awareness that emphasizes the ideological aspects of language use (Carter & Nunan, 2001).

A decade has passed since the twenty-first-century began.

America has become more and more dependent on the rest of the world for its domestic wealth. The current state of globalization is continuously cross-culturally networked and importantly, indispensably interdependent. In addition to increased travel and internet usage, further advancement of technology and science has resulted, from the developed and undeveloped countries, connecting and communicating with people with various backgrounds within their own countries and/or across them. Simultaneously, there are threats people face as common issues such as environmental degradation, natural disasters, infectious diseases, terrorism, religious wars, and the widening gap between the rich and the poor. Consequently, more and more people recognize that respect for language and cultural diversity indeed enriches national and individual identities and that diversity itself is a common heritage.

In intercultural communications[1], such a state of globalization, the traditional binary tradition of Us vs. Them, should be replaced by the notion that the Other is Us and We are in the Other (Kramsch 2001); people should look for a mutual base in people's values and attitudes in communications and to revalue the ideological bases of division and differences ⋯ Bhabha (1992) calls this "a third place."

As far as languages are concerned, there needs to be a greater awareness of the importance of interactions using languages as lingua franca; accordingly, regarding the second language (SL)/foreign language (FL) learning, the target should not be the native speaker (NS) norms and their linguistic manifestations but be 'intercultural speaker' (Byram & Zarate, 1994; Kramsch, 1998; Liddicoat, Crozet & Lo Bianco, 1999) which regards a learner's non-native speaker (NNS) status, involving language, knowledge, identities and attitudes, a part of his/her status within the target language speech community.

I-2   A need to recapture 'language competence' and construct apt pedagogical   model(s)

In the post-critical pedagogy era, the recognition of the new target for SL/FL learners in current intercultural communications has led to an active discussion to recapture the notion of 'communicative competence' (e.g. Liddicoat et al., 2003; Jung, 2001; Lin, 2009; Kramsch, 2001; Someya & Ino, 2005; Nunn, 2005).

The starting-point for the discussion often lies in an examination of an original 'communicative competence' in the field of the second language acquisition (SLA) which has been having an important influence on the basis for the teaching approach known as communicative language teaching (CLT).[2] The first such model was proposed by Canale and Swain (1980; 1983) consisting of four components: 1) grammatical competence[3]; 2) sociolinguistic competence[4]; 3) strategic competence[5]; and 4) discourse competence.[6] In

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1 The term "cross-cultural communications" is also applied but the former will be used in this dissertation.

2 The CLT is an approach to the teaching of language which emphasizes the uses of language by the learner in a range of contexts and for a range of purposes; CLT emphasizes speaking and listening in real settings and does not only prioritize the development of reading and writing skills; methodologies for CLT tend to encourage active learner involvement in a wide range of activities and tasks and strategies for communication (Carter and Nunan, 2001).

3 This refers to the ability to control the linguistic code of the target language.

4 This means understandings of setting, topic, and communicative functions. This competence includes sociocultural rules and discourse rules which bring about the ability to determine the social meaning of an utterance.

5 This refers to compensatory strategies for communicating in the target language when sociolinguistic and/or grammatical competencies breakdown.

6 Canale (1983) revised the above model and separated discourse from sociolinguistic competence; the sociolinguistic competence would include the sociocultural rules of use while discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or

fact, some argued that pragmatics[7] was included in the framework of sociolinguistic competence (Kasper, 2001; Liddicoat et. al, 2003; Savignon, 1997).

As far as I am concerned, there are two major lines to theoretical discussion in redefining the notion of 'communicative competence.' Some of the advocates of each line of discussion have not stopped at the level of theoretical discussion but stepped forward to find ways to construct appropriate instructional pedagogical models in language learning classrooms in the current intercultural communication. Furthermore, both detect the lack of research in order to establish the practical instruction and its assessment to meet specific local needs.

One theoretical argument has appeared in response to the critical social/language pedagogies. Many scholars deny the original definitions by Canale and Swain (1980, 1983) and other following definitions as well as their interpretations. Liddicoat et al. (2003) attempted further developing the theoretical discussions and proposed a pedagogical model termed "intercultural language learning," which aims to help learners be the 'intercultural speaker' by putting a high priority on fostering of their ability to find respective "third place." The other theoretical argument has been developing in the pragmatics as it had come to be seen as a component in the original "communicative competence." The field of Interlanguage pragmatics (ILP)[8] has been regarded as a second-generation hybrid, since it belongs to two different disciplines, namely those of pragmatics and SLA (Kasper and Blum-Kulka House, 1989).[9] Actually, various SLA theories, both the psycholinguistic and the sociocultural, have been extended to be applied to the ILP research; a conventional pedagogical model was formed based upon the psycholinguistic theories.[10] In the last decade, some researchers/scholars have come to redefine the original communicative competence as a broader definition of pragmatic competence/an intercultural competence (Jung, 2001; Lin, 2009; Kramsch, 2001). Based

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written text (Flor 2004).

7 The origin of this term was coined by the philosopher Charles Morris (1938), who developed a science of signs, that of semiotics, which was divided into three main components, namely syntax, semantics and pragmatics (Flor 2004). Yule (1996) explains that pragmatics deals with the relationships between linguistic forms and the human beings who use those forms.

8 The term interlanguage was first introduced by Selinker (1972), although other alternative terms have been employed to refer to the same phenomenon such as "approximate systems" and "idiosyncratic dialects and transitional competence" (Flor 2004).

9 Most second language (L2) pragmatic studies have been "comparative/contrastive" in nature, which primarily study learners' language use, or, "developmental," which tries to examine acquisitional processes of L2 pragmatics (Jung, 2001).

10 The two groups of theories were considered not compatible and basically applied separately in the research; While the psycholinguistic/information processing theories focus exclusively on the psychological mechanisms which occur in the mind of an individual learner the sociocultural theories perceive the learning mechanism occurs through moment-by-moment interaction between the learner and the surrounding environment (Jung, 2001; Kasper, 2001).

upon the recaptured definition, the result of the ILP research has seen a quite a bit of growth in research incorporating both groups of theories. Ishihara (2009b) calls these up-and-coming researches "critical pragmatics," and proposed a pragmatic-focused pedagogical model which in fact coincides with the current notion of intercultural communication.

I-3   Theoretical discussion of English as a lingua franca (ELF) in the field of SLA

Among languages, the English language has been running its unique course. The global diffusion of English has resulted in varieties of English in different sociocultural contexts which were termed World Englishes.[11] What has surfaced is while many people, of the colonial past in particular, used the English language as 'an ideological voice' to claim what they thought and where they stood in the world, they also tended to consider the language as a 'tool' to join the global economic "bandwagon" to avoid any alienation from American capitalism (Chang, 2003). As for Japan, it was a unique case; the language was neither the 'tool' nor the 'voice' (this issue is explored in Chapter II).[12] Under such circumstance, a movement to discuss a 'standard' for the English language has occurred (Acar 2006, 2007; Nunn 2005, 2007).[13] The view commonly shared in the discussion seems that the English language is "a heterogeneous language" with multiple norms and there is no agreed classification of Standard English available to be taught or learnt.

In the post-critical pedagogy era, the importance and also the necessity of defining competence in relation to ELF have been called for. As pointed out for "languages" in general in the previous section, the target of ELF learning as well should not be the NS norms and their linguistic manifestations. That is to say, in the present international communication, accommodation and mutual intelligibility are vital as part of competence for ELF users/intercultural speakers (both NSs and non-native speakers/NNSs) (Nunn, 2005; Acar, 2007). Nunn (2007) was challenged to clarify five characteristics specifically unique to ELF which should be raised in ELF learners'

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11 Kachru (1992) presents a sociolinguistic profile of World Englishes in terms of three concentric circles: the inner circle (the native countries, such as United States, the United Kingdom, Canada, Australia and New Zealand), the outer circle (the countries which have a colonial history with the users of the inner circle; where the institutionalized non-native varieties of English are used in such countries as India, Nigeria and Singapore) and the expanding circle (the countries where English is taught and learned as a foreign language such as China, Israel, Turkey and Japan.

12 Japan has never experienced colonial or "direct" occupation (Suzuki, 2001).

13 There were different proposals such as a global standard English for the entire world (Crystal 2003), "English as an International Language" (Modiano 1999), "English as an International Auxiliary Language" (Smith 1983), "Nuclear English" (Quirk, 1982), "Lingua Franca Core" (Jenkins 2000).

awareness as part of required knowledge: the concise characteristics are "Global", "Partial", "Compensatory," "Adaptive" and "Creative" (please refer to Appendix I for the details).

Here, the last aspect of "creative" should be highlighted. This perspective indeed coincides with how the advocates of the social/language pedagogies expect ELF learners to develop. The advocates comment that it is significant for ELF learners not only to find the respective "third place" but also to become aware of the ELF characteristics and develop necessary skills in expressing in English from one's own 'third place' perspectives (Gabrielatos Costass, 2001; Prodromou, 2000) (This specific ability will be further described in Chapter IV). Yet, either in the field of SLA or in the line of discussion among the advocates, there does not seem to be any pedagogical models which set such goal for the ELF learners.

Therefore, in this dissertation, in response to the global needs to conduct research in seeking for apt pedagogical models suitable for learners of ELF I would like to present a small-scale exploration (a qualitative action research) introducing a pedagogical model tailored to specific adult Japanese learners/business people (JLs) of ELF in Japan and examine its effectiveness. The focused interactional feature selected for the current research was 'giving compliments and responding to compliments' as part of greetings.

Chapter II, in order to elucidate the significance of the research, begins with an analysis of the context in which the research took place. The current status of English language education system in Japan is explained and general characteristics of JLs of ELF who are the recipients of the education are clarified. This is followed by a review of relevant literature in Chapter III. The two lines to theoretical discussions and their proposed pedagogical models, the intercultural language learning model (Liddicoat et al, 2003) and the critical pragmatic-focused model (Ishihara, 2009a) are presented. Then, in Chapter IV, the specific participants (JLs) of the present research are illustrated and the selected research methodologies are justified. In addition, how I exploited the strengths of the two proposed models and tailored the instruction/assessment procedures in the introduced pedagogical model suitable for the specific JLs of ELF are explained. Also, reasons for choosing the interactional features and concomitant activities and material are provided. Additionally, the concrete research questions concerning the effects of the pedagogical model are presented. Finally, the research methods/instruments are described and justified. Results of the research and the analysis thereof will be

presented in Chapter V. The three major findings are examined and interpreted based on relevant evidence from the results. Lastly, Chapter VI includes a discussion of some pedagogical implications and a general conclusion.

CHAPTER II   CONTEXT

In order to clarify the significance of conducting researches to develop a pedagogy which suits the current intercultural communication for adult Japanese learners (JLs) of English as a lingua franca (ELF) in a specific Japanese local context, I will illuminate the status of the present English language education system in Japan and clarify general characteristics of the JLs who are the recipients of the education.

II-1   The present English language education system in Japan

II-1-1 Enduring dichotomy

To start with, it is vital to recognize a persistent "dichotomy" between curriculum formation of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the actual classrooms focusing on "serious test-taking preparation" for entrance examinations to junior/high schools and colleges/universities, called juken (Stewart 2009; Yoshida 2009). Some say that this phenomenon has been in existence for more than 100 years.[14]

Concerning the MEXT's curriculum formulation/Courses of studies for the foreign language teaching, the government invited teachers and imported new methodological trends in English language education in the native speakers' (NSs) countries such as from the United Kingdom and the United States and tried to reflect the trend in policy formation. Since the 1980s, the education reforms promoted the Communicative Language Teaching (CLT) approach to develop students' speaking ability in the NS English[15] and increased the numbers of Assistant Language Teachers (ALTs)[16] to conduct only-NS English classes.[17] Thus, to further toughen Japan's international economic competitiveness amid the American capitalism context, MEXT tried to promote the English language as the 'tool.' Among the professionals in the realm of Teaching English for Speakers of other Languages (TESOL)[18] the trend of the pragmatics and its

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14 For its full description, please refer to Fujimoto-Adamson (2006) and Torikai (2011).

15 In 1989, the year the Heisei era started, MEXT issued Course of Study influenced by communicative language teaching (CLT); Task-based Language Learning (TBL) was also introduced (Sato, 2009).

16 In 1987, the JET (Japan Exchange and Teaching) Program started for Japanese Junior and Senior High Schools; 848 NS speakers came as Assistant English Teachers (AETs), which was later changed to ALT (Assistant Language Teachers).

17 For instance, there were 5,096 ALTs in 1998 and 8,400 in 2001.

18 TESOL professionals refer to teachers/scholars/researchers that are in the knowledge of the academic field and/or trained in the subject. These professionals in this context refer to, for example, Fujioka (2003), Yoshida et al. (2005), Kondo (2004) and Ishihara (2009a, b; 2010), Shibata, H. Y. (2007)

pedagogies has been discussed to some extent, however, the trend has not been fully 'imported' by MEXT in the plan.

In many cases, however, school teachers who directly dealt with students value content coverage and entrance examination preparation above adhering to the MEXT's policies (Wada, 2002). That is because to earn a better living by entering prestigious schools/companies was the top priority for the majority of the students and for their parents. Besides, as Japan has become the world's second largest economy the peoples' standard of living rapidly improved without the 'tool.'[19] Among the teachers, there has been acute criticism towards "Action Plan" (implemented by MEXT in 2003) which further emphasizes the acquisition of the 'tool.'[20] Consequently, the teachers continued to focus on training students to read and write English, instructed in Japanese, relying on grammatical analysis and translation to and from Japanese as the primary methods in teacher-centered style classrooms with a large number of students.[21]

II-1-2 Conceived Contradictions

Another crucial aspect in elucidating the present circumstance is that contradictions accumulated in the current Course of Study 2013.

Kubota (2001) notes as Japan expanded its economic power in the 1980s numerous loanwords[22] have been embedded in stating policies without any clearly made definitions such as the discourse of kokusaika (translated in English as internationalization).[23] In the 1990s, the term kokusaika began to be applied along with/replaced by a loanword globalization (Nakamura 1999).

On top of the ambiguity deriving from the mixed uses of undefined Japanese words and

and so on.

19 A startling economic recovery is called the 'Economic Miracle' (from 1955 for almost twenty years until the 1970s).

20 For instance, the goal is not realistic given the limited time allocated to English study and without any pedagogies including assessment truly suitable for the students. To measure such abilities the assessments such as STEP (the Society for Testing English Proficiency started in 1963) and TOEIC (Test of English for International Communication, began in 1979--- the U.S. business-English Test, which did not do much questions to elicit in listening/speaking comprehension abilities, were used; some teachers opine such way of assessing the abilities would actually hinder students to develop speaking and listening skills (Hato, 2005; Sato, 2009; McConnell, 2000). Action Plan to Cultivate "Japanese with English Abilities" March 31, 2003, can be referred to http://www.mext.go.jp/english/03072801.htm

21 It was normally about forty or more students per class (Mantero & Iwai, 2005).

22 Suzuki (2001) explains that Japan experienced three major such occasions in dealing with foreign languages such as Chinese in the seventh century, European languages (e.g. British English, French, German and Russia) in the eighteenth century and Anglo-American English in the twentieth century. These languages have been assimilated into the Japanese writing system and selective retained as Katakana, coined "loanwords." The system contains three kinds --- kanji, hiragana and katakana. The Japanese people use these loanwords in Japanese conversation with the same accents as Japanese; as a result, they eventually become phonologically indistinguishable from native Japanese words. From here on, the loanwords are expressed in tilted style as katakana.

23 Also, a term such as communications has been selected to be a loanword and branched off as a number of combined words (Steward 2009).

their concomitant loanwords, certain premises have been established in the courses of study.[24] Kubota summarizes:

> Foreign language teaching thus exhibits a converging trend into the legitimating of certain (NS) linguistic and cultural norms and monolithic national identity, failing to give serious consideration to multiculturalism, multilingualism, and multiethnic populations that currently exist in Japan as well as in global communities (2001: 24).

The examination by Kubota (2001) above is insightful; it explains some of the reasons why the English language for Japanese students was not perceived as the 'voice' during the time when the social and language critical pedagogies were fashioned.[25] It is not that there were no backlashes towards the "American capitalism"[26] in Japan, but, as far as the foreign language education is concerned, MEXT neglected to provide the students opportunities to put language(s) and culture(s) in perspective. As a result, despite the fact the objectives in the courses of study in 1989, 1999 and 2003[27] contain phrases saying "to foster the ability to coexist and interact with people of various backgrounds without any prejudice" they only appear to be rhetorical and contradictory to what are actually promoted in the rest of the guidelines.

The Course of Study 2013 is indeed considered to represent a major turning point in the history of the Japanese education (Yoshida, 2009), which is a five-year comprehensive plan from 2008 to 2013. Nevertheless, the undefined uses of terms and the built up contradictions between the stated objectives and the content of the guideline are sustained.[28]

In the present Japanese foreign/English language education, therefore, there are few theoretical discussions necessary in today's intercultural communication to construct pedagogy and to teach ELF in learning language classrooms.[29]

Nonetheless, there is indeed a ray of hope; as the Japanese people have gone through the globalization shifts many of the people have no choice but to sense the transforming notion of intercultural communications. Some 'stakeholders' in the English language

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24 Please refer to Kubota (2001) for further description.

25 When the social and language critical pedagogies were attracting attention, Japan was indeed in a state of euphoria created by the economic 'Bubble' years (1988 to 1991)enjoying the status as the second largest economy in the world in which little was 'voiced.'

26 Nationalism was intensified in the 1990s as seen in the establishment of the legal status of the national flag and anthem (Kubota 2001).

27　http://www.mext.go.jp/b_menu/shingi/12/kyoiku/toushin/980703.htm,
http://www.moubu.go.jp/printing/sidou/00000007/>, http://www.mext/go.jp/b_menu/toukei/kyoikuk/kihon/kyou/tk0100.gif>.

28http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/syo/gai.htm;http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/syo/gai.htm;http://www.mext.go.jp/a_menu/shotou/new-cs/youryou/syo/gai.htm

29 There is only a note implying the World Englishes attached to the suggestions in the guidelines (2008); 文部科学省「高等学校学習指導要領解説」(2008).

education, as Stewart (2009) calls it, are not exceptions. These 'stakeholders' belong to various parties such as the government, economic and political councils for the government, TESOL professionals[30], school teachers, school students (and their parents), material developers and adult Japanese learners, etc.

For instance, concerning the councils, in 2008 they issued reports (on which the Course of Study 2013 was based)[31] which exhibited some traces of the perception changes implying that the English language should be more than the 'tool' or the 'voice.' It is unfortunate that these emerging recognitions do not fully appear in the Course of Study 2013.[32]

As for some school teachers, stagnant as it once seemed, cracks in the dichotomy have appeared[33] although some still view it that the classrooms focusing on "serious test-taking preparation" remain firm (Stewart, 2009; Yoshiike, 2009; Sato, 2009). For instance, there have been variations in perceiving the notion of the role of Japanese teachers and the classroom arrangement. Some began to perceive "the Japanese teachers (NNSs) "not as 'unqualified' teachers because they are not NSs but as 'role models' who have rich social and cultural experience including learning language experience. Regarding the classroom arrangement, some pose a question concerning the only-English instruction by ALTs and also by the Japanese teachers at high school[34] and reckon the benefits of the Japanese language (L1) as part of learners' first language status and of the language used for instruction (Izumi 2009; Critchley, 2002; Reimann, 2006).

The presented transforming perceptions of the 'stakeholders' imply that now may be the time to interpret the objectives stated in the Course of Study 2013 in a true sense and take strides toward finding suitable pedagogical models in achieving the objective for the current and future Japanese learners of English language. Thus, I believe it is

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30 Some TESOL professionals such as Matsuda (2009), Mantero & Iwai (2005), Oka (2004), Fantini (2008), Horibe (2008) call for the need to concern the status of English language today in language teaching classrooms.

31 Basic Plan for the Promotion of Education (Provisional translation http://www.mext.go.jp/english/reform/1260292.htm; http://www.mext.go.jp/a_menu/hyoka/kekka/08100105/022.htm.

32   I need to remark here that the issue of assessment by tests such as STEP and TOEFL/TOEIC, to measure communications ability has been raised as a problem and some universities and institutions are appointed to work on finding solutions.

33 Indeed, the tests themselves have gone through modifications to include questions to elicit speaking/listening comprehension and the university entrance examinations have been diversified, there is no distinct differences between what needs to be taught for exams and what's to be for abilities to communicate in English with foreigners (Watabe 2009).

34 This is proposed in the Course of Study 2013.

meaningful to conduct research to meet the local needs, and for that reason, the pedagogical model(s) now under development (this will be discussed in Chapter III) could be useful in tailoring the apt pedagogy for the learners of ELF.

II-2   General characteristics of adult Japanese learners (JLs) of ELF

As was previously mentioned about the 'stakeholders', many adult Japanese learners (JLs) are sensing the changing notion of intercultural communications. Also, they are developing a palpable need to learn the English language as a common language because as they pursue their respective careers in a climate of the morphing globalization trend, they encounter a variety of situations to communicate with both NSs/NNSs.

In order to tailor-make the pedagogical model(s) to the JLs, it is important to clarify their general characteristics.

The JLs (in their 20s, 30s and 40s) are the recipient of the dichotomy rooted in the Japanese foreign language educational environment.[35] This means that, first; they have accumulated the English language grammatical knowledge for eight to ten years derived from "the test-taking" preparations through which they have gained exercising drills and repetition disciplines.[36] Secondly, the JLs also have the experience to have attended the only-English classes by ALTs. Accordingly, JLs normally perceive "developing communication ability with foreigners" almost synonymous to an avoidance of the translation-/memory-based conventional learning style and uses of L1 in class (Butler, 2008). In order to develop the communication ability, JLs are inclined to choose a private language school that employs the English-only classroom arrangement by NSs. In fact, the present author has been teaching JLs for more than a decade, and the current teaching institution was at the school in question. At the school, the present author has come to notice that in the classroom, the students can understand and articulate what they read and take part in textbook dialogues,[37] yet outside the classroom, they cannot 'communicate'[38] with foreigners when necessary. In such learning contexts, the author has also come face to face with the frustrations felt by them, that they hardly have a

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35 "The dichotomy" has been explained in the previous section.

36 In fact, a significant number of Japanese corporations assess their employees' ability in the English language according to their TOEIC scores or the likes as objective indicators (Ozawa, 2005). That is to say, that the JLs continue to be trained to utilize the earned skills/discipline.

37 This textbook was published by the school's in-house publisher in 2002.

38 It is necessary here to define 'communicate' or 'communication competence' as used by the Japanese students. The words such as 'communicate' （コミュニケート）, 'Communication' (コミュニケーション) or 'communication competence' (コミュニケーション力) have been incorporated in the Japanese language as "loan words" for so long, that now, the words sound rather bland or have taken on different meanings.

chance to realize/unitize their L1 pragmatic competence as well as their possessed L2 grammatical competence even though they are educated adults who have reservoirs of experiences as social beings.[39] Moreover, due to the educational background where the JLs were not yet provided with the pragmatic-focused instruction/assessment" their pragmatic ability in the NS variety was not developed. Furthermore, their L1 status (his/her identity, and his/her extant attitude towards intercultural communications today) are not determined as part of his/her status in using the English language.

These general features of the JLs will be taken into consideration in tailor-making the pedagogical model specifically to the JLs who are the subjects of this research (in Chapter IV).

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[39] The present author kept the journal from November, 2006 to December, 2007.

CHAPTER III   LITERATURE REVIEW

The two lines to theoretical discussions and their proposed pedagogical models, the intercultural language learning model (Liddicoat et al., 2003) and the critical pragmatic-focused model (Ishihara, 2009a), will be introduced in this chapter. The strong and weak points of each pedagogical model will be discussed and clarified.

III-1-1 The two approaches suggested by the advocates of the critical pedagogies

The advocates of the critical pedagogies discussion generally state that in language learning/teaching contexts the conception of both language and culture is rather narrow; consequently, language is taught as a fixed system/code and as a means to convey cultural knowledge; culture is presented as static facts more or less to reinforce specific cultures but not to put cultures in perspectives. Additionally, the cultural component was seen as the pragmatic functions and their expressed notions were based on universality which assumed that basic human needs automatically corresponded to universally shared ways of thinking which were reflected in the teaching of the speech acts[40] (Kramsch, 1996; Phillipson, 1992). Accordingly, the criteria to assess learners' performance are compartmentalized essentially based on the notions recognized in the pre-critical pedagogy era where learners are expected to develop the NS model progressively.[41] Therefore, the advocates assert that in order to foster language learners' linguistic (communicative) competence in the current intercultural communication, learners should be provided with some pedagogies based on the renewed notion targeting the 'intercultural speaker' which regards a learner's non-native speakers (NNS) status as part of his/her status within the target language speech community, therefore, help the learners find their own "third place."[42]

Recently there appear to be two types of approaches suggested by the advocates for theoretical construction of such pedagogies:

(1) One is to set up different models of communicative competence for interpretation and

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40 Concerning the theories on which that universality was based, were the Speech Act Theory, which was first proposed by Austin (1962) and later complemented by Seale (1969, 1976); theories which were essential in relation to learners' choices in making appropriate speech act functions were the Politeness Theory, described by Brown and Levinson (1987) which further explained directness and indirectness and Grice's (1975) Cooperative Principle, which explains the notion of "face", claiming that participants in a conversation are expected to observe this for successful communications.

41 The foreign language (FL) learning/teaching context in Japan illustrated in Chapter II seems to be an example of the case above.

42 For further details, please refer to Chapter I.

production of a second language (L2) (e.g. Kasper, 1997; Kramsch 1998). As for interpretation, NNSs are required to have an ability to understand NSs' norms and their linguistic manifestations, which allow for messages to be interpreted sufficiently well. As for production, they need to have an ability to express in the second language (L2) which is interpretable by the NSs;

(2) Another type of suggestions derives from the cultural studies emerged in the 1990s (e.g. Buttjes & Byram, 1994; 1991; Kramsch, 1996). These studies view language as a culture; in other words, a mediation function of language in the social construction of culture is highlighted as one of the major ways in which culture manifests itself is through language. Thus, this approach considers focusing on the fostering of each learner's sociocultural 'third place' perspectives vital.

III-1-2 Theoretical discussion for the "intercultural language learning model"

As a matter of fact, Liddicoat et al. (2003) have compiled the pursuit into an industrious report and proposed basic principles for constructing pedagogies as part of the National Asian language and Studies in Australian Schools Strategy. The objective was to find a way to 'Infuse sociocultural dimensions into language programs' so all students understand and acknowledge the value of cultural and linguistic diversity. This report, coming from one of NSs' countries, has made an enormous contribution in response to the current need for constructing a pedagogical model based upon the post-critical pedagogy notions. However, at close examination of the theoretical rationale for the proposed pedagogical model has revealed that part of the rationale has not yet been developed to be fully persuasive.

The following is an interpretive description of the discussion by Liddicoat et al. (2003).
In order to construct the rationale for a model from a "socioculturally motivated perspective,"[43] Liddicoat et al. (2003) look into a definition by Paige et al. (1999) which encompasses not only the static but also a dynamic view of culture called "intercultural learning." This view perceives culture as sets of variable practices in which people engage and are constantly created and re-created by the people in interaction; and, therefore, learners need to develop both culture-specific skills related to interacting in a particular linguistic and cultural context, and culture-general skills of intercultural

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43 Liddicoat et al. (2003) do not theoretically describe this type of perspective in details.

communication.[44] Liddicoat et al. (2003) further stresses the crucial roles of reflective observation and active experimentation in learners of language and culture.

As a result, Liddicoat et al. (2003) observe that existing pedagogies in the second language (SL)/FL learning contexts and concomitant "psycholinguistically determined"[45] pedagogical models do not provide learners the required experience which encourages the development of both culture-specific and culture-general knowledge. That is to say, even though there may be places for cultural facts, it is imperative to install the dynamic view of culture. By so doing, Liddicoat et al. (2003) find it significant to apply the approach (2) presented in the previous section and incorporate features which are commonly shown in the methodologies developed for the purpose of intercultural learning.[46] These features are acquisition regarding cultures, comparing cultures, exploring cultures and finding one's own 'third place' between cultures.

In order to advance the theoretical discussion, "A pathway for developing intercultural competence" by Liddicoat (2002b) is introduced (Figure 1).
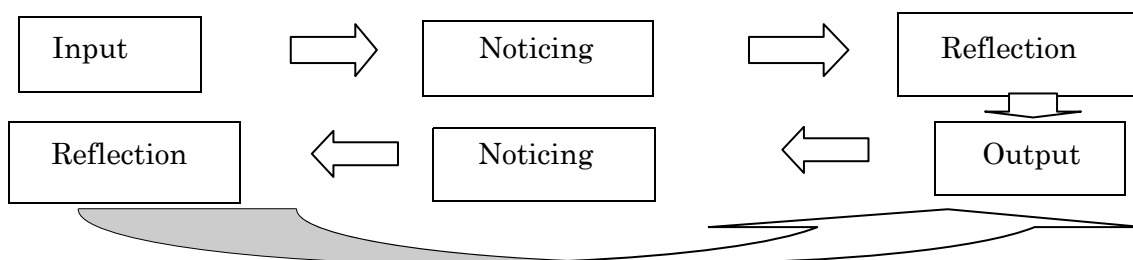

Figure 1: A pathway for developing intercultural competence (Liddicoat, 2002b)

Liddicoat et al. (2003) explain that although the model is progressive, it is not linear or in stages on the path to the NS model. It is a cyclical process setting the goal being an intermediate 'third place' developed between practices in the first culture (C1) and those in the second (C2) called "interculture(s)" by analogy with interlanguage. Liddicoat (2002b) states that the process of cultural acquisition is analogous to other language acquisition processes in that a learner begins with knowledge of the C1 and gradually

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44 Paige et al. (1999) illustrate that the culture-specific element in intercultural learning includes knowledge of the interactional routines commonly used in the language, the social value placed on various sorts of utterance, and issues of organization. (To note, it appears to me that this required knowledge is quite similar to the knowledge discussed in the development of pragmatic competence applied to the ILP research.) And, the culture-general component is considered to include "developing an understanding of the concept of culture itself, the nature of cultural adaptation, the impact of culture on communication and the construction of meaning through language, the stresses involved in intercultural communication and how to deal with them, and the role of identity and emotions in intercultural communication.

45 Liddicoat et al. (2003) do not theoretically describe this type of models in details.

46 There are various researchers who advocate the features (Barraja-Rohan, 1999; 2000; Byram, 1988; Byram, 1989; Crozet, 1996; 1998).

acquires an approximate system of the C2 (please refer to Appendix II for the rationale for the procedures).

Liddicoat (2002b) seems to have been able to reflect the noted features necessary for intercultural learning in the approach (2) in this cyclical model by applying the basic idea of the previously mentioned approach (1), which separates learners' competence between interpretation and production. Accordingly, this model does not cover a learner's interpretation/perception of the C2 input and his/her production/modified set of the C2 as output in the same way. Each learner's feeling of comfort or un-comfort is used as a measure to locate his/her position of "interculture" at a given time. Nonetheless, concerning the theories applied in the rationale I identify an inconsistency. The culture discussed in the model is seemingly related to the "intercultural learning" involving "the dynamic view of culture" which should be created and recreated by learners through concrete interaction. However, the applied theories derive from some of the theories from psycholinguistic perspectives, such as Schmidt (1993) and Swain (1985) in the field of SLA. These theories originally focus on a learner's individual mechanism he/she has to go through in order to acquire his/her grammatical competence called "an intrapsychological ('intra-') representations and cognitive process of an individual" (Kasper, 2001). Supposing as Liddicoat (2002b) states that "the process of cultural acquisition is analogous to other language acquisition processes" the SLA theories which have strong influence on language acquisition are implicitly assumed to be valid for the acquisition of culture. There is a far-fetched feeling in the direct application of a certain kind of SLA psycholinguistic theories to rationalize the acquisition of culture through language.

Liddicoat et al. (2003) then organized key ideas discussed in order of the theoretical argument and proposed the intercultural language learning pedagogical model. The cyclical model (Liddicoat, 2002b) seems to be widely utilized and further extended to set the goal as the acquisition of "language and culture," instead of "culture through language." Consequently, the model consists of four major stages as an instructional procedure. The stages are awareness raising, experimentation, production, and feedback (please refer to Appendix III for the explanation of the model's instructional procedures). As for assessment, although the advocates such as Byram (2000) admit the difficulty of assessing culture, they seem to agree that the assessment should not be compartmentalized but be holistic using "profiling approach." The profiling approach

should be task-specific involving three basic points: 1) the effectiveness of the use of linguistic and cultural resources; 2) the effectiveness of the process of interaction; 3) the effectiveness of the action/product.

Indeed, the objective to seek a way to 'Infuse sociocultural dimensions into language programs' seems to be achieved to some extent. By combining the approach (2) and (1), Liddicoat et al. (2003) have reached the point of proposing the model which actually encourages and leads learners to find their respective 'third place' in the language learning curriculum. This in fact is beneficial in constructing instruction to meet part of the JLs' needs that is to foster their respective 'third place.'

But, the implicit assumption seen in the model by Liddicoat (2002b) seems to be in existence. The rationale appears to be inconsistent with what Liddicoat et al. (2003) has started out with an argument stating it is necessary to move away from "psycholinguistically determined models" to emphasize more "socioculturally determined models." The procedures of the model involve an assortment of interactions among students as well as between teacher and student(s). Yet, there is hardly any mention of the psycholinguistic theories which concerns interaction such as by Long (1996) and Skehan (1998). Also, there is no mentioning of what Kasper (2001) calls "interpsychological ('inter-')" theories from sociocultural perspective which perceive the acquisition of language dependent on social interaction in concrete sociohistorial contexts. Such theories include sociocognitive theory,[47] language socialization and speech accommodation theory.[48] Therefore, the weak features appear to be caused by lacking, or, lopsided application of extant SLA theories in the rationale for the proposed model.

It is an extremely high hurdle the advocates of this discussion have been trying to get over. The relationship between language and culture has numerous layers (Kramsch, 1999) and it is almost impossible to cover them all by one type of pedagogy. Therefore, the proposed model is a breakthrough but, at the same time, confirms the 'fuzziness' in incorporating culture learning in SL/FL learning contexts.

In reality, research based on the model seems to have a narrower focus on "language and pragmatic norms" rather than "language and culture" (Liddicoat, 1997; Barraja-Rohan, 1997; Liddicoat & Crozet, 2001). And there seems to be overlapping such as the stages of

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47 This is also named sociohistorical, sociocultural, or cultural-historical theory, but in this dissertation the term "sociocognitive theory" will be used.

48 Due to the distinct difference between the two types of theories, they were generally considered not compatible in the ILP research in the SLA.

the models[49] between this kind of research and the recent pragmatic research which concerns the approach (1).[50] The research by Liddicoat & Crozet (2001) based on the model is the case in point.[51] This is to say, the research has shown the effect in raising the learners' awareness of the L2 norms but not in fostering each learner's 'third place' perspectives and in developing his/her linguistic production in L2.

Regarding ELF, the objective of the report by Liddicoat et al. (2003) is targeted for "languages," therefore it is understandable that the discussion of ELF is not specifically included. Nonetheless, Liddicoat et al. (2003) admit in the report that there is a pressing need to do research specifically on language-specific activities in a particular sociocultural context.

Lastly, I must introduce an aspect of the role of NNS teachers which has surfaced due to the efforts made to theoretically develop by the advocates in this line of discussion. Liddicoat et al. (2003) are aware that some NNS teachers may worry that they do not have enough insight into the other culture besides their own to teach it. But, they assert that being a NS is not necessarily an advantage, because in an intercultural approach the teacher needs to know something about both cultures. In particular, teachers can offer learners their own experiences of intercultural communication. Liddicoat et al. (2003) call attention to a necessity on the part of teachers to foster intercultural sensitivity and develop their on-going respective 'third place.'

III-2   Theoretical discussion for the critical pragmatic pedagogy model

An examination on the development of theoretical and empirical studies on the pragmatics has made me understand that the criticism made by Liddicoat et al. (2003) as one of the advocates of the post critical pedagogies is in some sense justified, but not thoroughly. The criticism seems fair, particularly at the beginning of the development. But what the advocates have missed was that the discussion continued to progress during and after the critical pedagogy era.[52] I believe that concerning the other

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49 For instance, the components of the proposed model's stages, such as awareness-raising, followed by an explicit explanation and experimentation/production is indeed quite similar to a pedagogy developed in the field of SLA for learners' pragmatic ability although the model targets NS norms and NS/L2 linguistic manifestations.

50 This point will be explored in the next section.

51 They examined the effect of instruction given to Australian learners of French on the acquisition of one target interactional practice, its norms in particular. They found that learners could approximate the French norms after the instruction, yet, pointed out the difficulty of maintaining the learned norms after a year.

52 In fact, the discussion of defining the "communicative competence" has also progressed; some scholars further discussed the relationship between the four elements in the original definition by Canale and Swain (1980, 1983) and tried to modify the definitions accordingly (Savignon, 1983; Savignon, 1997; Celce-Murcia et al., 1995).

important part of the JLs' needs to develop how to actually "speak" in ELF, a clue underlies in this line of discussion as it tends to consistently consider linguistic production/the development of the psycholinguistic mechanism in an individual a prerequisite of language competence. Also, the necessary skills for ELF learners are included in the discussion.

Owing to the limitation of space in this dissertation, I will not present a comprehensive review of the history of theoretical and empirical discussion on the pragmatics. But rather, I will divide the discussion into two parts: 1) the theoretical and empirical discussion which underlie a conventional pedagogical model prior to the critical pragmatics; 2) the theoretical and empirical discussion which support the instruction and assessment of the Ishihara's pedagogical model.

III-2-1 Theoretical and empirical discussion behind a formation of a conventional pedagogical model

As briefly cited in Chapter I, in the area of interlanguage (ILP), various researchers have conducted research to challenge the claims made in the SLA such as the issues of conditions (input/output/feedback) and learners' acquisitional mechanism involving both the psycholinguistic theories in the interventional studies[53] and the sociocultural theories in the observational studies[54] (Kasper & Rose, 1999; Rose & Kasper, 2001; Ellis 2005). Regarding the criticism towards the universality, it was not made only by the advocates of the critical pedagogies but also by the scholars/researchers involved in the ILP (Thomas, 1995; LoCastro, 2003; Jung, 2001; Kasper and Schmidt, 1996). Nonetheless, they have recognized the existence of universality in some aspects such as basic speech act categories.[55] Consequently, a major part of the NNS learners' pragmatic competence has become acquiring the ability to produce appropriate speech acts based

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53 In the field of SLA, the interventional studies refer to the effects of instruction; comparing the provision of instruction with mere exposure to the TL which try to investigate which type of instruction is most facilitative of SLA. In general, the research has shown that there is an advantage for explicit over implicit types of instruction (Flor, 2004).

54 In the field of SLA, observational studies are often conducted in authentic classrooms that are observed in order to examine whether pragmatic issues are addressed. The main purpose of these type of studies involves the analysis of the processes that take place in the classroom by describing in detail any aspects that may influence the acquisition of pragmatics, such as teacher input. There are chances for productive practice in collaborative activities or observation of learners' development of pragmatic ability over time (Flor, 2004).

55 Other aspects include the range of realization strategies for speech acts and indirect speech acts, pragmatic routines, ability to vary linguistic realizations depending on contextual factors, the importance of contextual variables, external and internal modification, etc. (Barron, 2003; Jung, 2001; Kasper & Schmidt, 1996).

on the NS sociopragmatic knowledge and pragmalinguistic forms[56] (Barron, 2003; Kasper and Blum-Kulka, 1993; Kasper and Schmidt, 1996; Kasper and Rose, 1999, 2002).

Interventional studies building upon the psycholinguistic theories

Kasper and Rose (2002) distinguish three types of interventional studies, that is, those of teachability studies, instruction versus exposure studies, and studies adopting the various teaching techniques/attentions[57] (please refer to Appendix IV for the list of these studies).

The psycholinguistic theories applied vary and there has been positive evidence to support the theories, although some researchers think the evidence merits further research (Kasper, 2001; Rose and Kasper, 2001; Jung, 2001). Some research findings which are relevant in this dissertation will be discussed accordingly in the following chapters; the major findings are shown in the appendix V.

An assortment of research methods have been developed and applied to the ILP research which yielded practical findings. Usually, the methods have been exploited in pre-test/post-test (delayed post-test) design which compares learners' performance before and after an instructional treatment. There are three basic groups: data collected from spoken discourse including authentic discourse, elicited conversation and role-play; different types of questionnaires such as Discourse Completion Test (DCT), Multiple-Choice Test and scaled-response questionnaire; and oral and written forms of self-report referring to interviews[58], follow-up (e)mails correspondence, think-aloud protocols, and diaries. In general, SL classrooms involve a series of characteristics that are not observed in FL classrooms, for instance, authentic L2 input, and interaction with NSs in L2 outside the classroom. Thus, in FL environment, with little NSs present, spoken data is sometimes difficult to collect; therefore, research methods to elicit written data are employed. DCT seems to be the most commonly used method.[59] Concerning the conditions of FL classrooms, role-play has been employed as the best possible choice

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56 Leech (1983) and Thomas (1983) identified twofold feature in the pragmatics which are pragmalinguistic and sociopragmatics; pragmalinguistic deals with the grammatical side of pragmatics which are resources for conveying particular communicative acts where as sociopragmatics involves the relationship between linguistic action and social structure.

57 They involve different techniques (explicit vs. implicit and/or deductive vs. inductive) and highlighting different aspects of attention such as any form at all/ Focus on Meaning, linguistic forms in isolation/ FonFormS, or specific forms during communication / FonF (Flor, 2004).

58 Interviewing has been widely applied, particularly to "tap into learners' heads" in order to clarify how and why learners decide to choose a particular pragmalinguistic form for a certain situation (Silva 2003; Flor 2004; Ishihara 2009; Kondo 2004).

59 Compared to spoken data, DCT tends to be seen as artificial because learners provide/choose short sentences/segments 'paper and pen' instrument like a test (Flor, 2004).

among oral discourse. One of the major merits is that by arranging role-plays for learners, researchers could observe how learners choose the pragmalinguistic forms appropriately to match the NS sociopragmatic norms. However, the demerit appears in many FL classrooms which consist of large numbers of students, arranging role-plays, transcribing the role-play data and also evaluating the transcribed data could be too time-consuming and not practicable (Rose and Ng, 2001) (please refer to Appendix VI for the details of the research method).

Focusing on the studies contrasting the types of techniques/attentions,[60] it is important to note a conventional pedagogical model has been formed based on the positive research findings. The common denominator includes the following stages; recommended material/means are put in parentheses; Awareness-raising (video, movies, cartoons, etc.), followed by an explicit explanation of pragmatic feature understudy, communicative practice (communicative tasks such as (scripted/unscripted)[61] role-play, simulation and drama), and feedback to encourage learners' reflection regarding their own performance (e.g. Olshtain and Cohen, 1991; Judd, 1999).[62]

Observational studies building upon the sociocultural theories

There seem to be three main theories.

The Speech accommodation theory (Beebe and Giles, 1984) is considered capable of adding some information from the sociocultural perspectives to the explanation dependent of the psycholinguistic theories (Jung, 2001).

While interaction in the interventional studies has been viewed to contribute to the psycholinguistic mechanism in each learner, interaction in the sociocognitive theory (such as the Zone of Proximal Development by Vygotsky (1978) and also in the language socialization theory) has been perceived as a tool for L2 learning and at the same time as a competency in its own right (Kasper, 2001).

Some research findings which are relevant in this dissertation will be discussed in the following chapters; the major findings are shown in Appendix VII.

As for research methods, these theories pay close attention to the interactional process,

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60 Many have remarked the inconsistency of definitions of the types used in the research; this remark is relevant in the research on the pragmatics (Kasper & Rose, 2001).

61 It should be noted that for FL learners including ones with relatively high proficiency levels, unscripted role-plays may be too difficult because learners must engage in interaction and create one's role incessantly. Thus, role-plays should be scripted according to learners' pragmatic levels (Kasper, 2001).

62 As pointed out previously in the section (III-1-2), the stages are similar to the Liddicoat et al.'s model (2003) applied to the research by Liddicoat & Crozet (2001).

and therefore, electronic records and microanalysis of discourse/conversation analysis deriving from ethnographic principles are recommended (Kasper, 2001).

III-2-2 Theoretical and empirical discussion which support the instruction and assessment of the critical pragmatic pedagogical model

As I have illustrated so far, within the realm of the pre-critical pedagogy notions, the theoretical and empirical discussion on the pragmatics has progressed based on the positive research findings.

During the formation of the conventional model built upon the psycholinguistic theories, there seemed to have been a general shift of interests in the studies before the critical pragmatics came into view.

In the beginning, the interest was rather concentrated on the learners' pragmalinguistic development as product of the intervention. This means that the aim is to assess how much learners could increase/lengthen pragmalinguistic forms in accordance with the NS model (Billmyer, 1990; Jorda, 2003). Accordingly, learners' performance which did not match with the NS model was considered underdeveloped/'incorrect' (Ishihara and Tarone, 2009). Then, the interest began to cover both the pragmalinguistic and the sociopragmatic. Yet, the aim was still more or less to develop the learners' pragmalinguistic forms as product and the sociopragmatic knowledge was perceived as a process to achieve a better NS product (Silva, 2003; Rose and Ng, 2001). Accordingly, the methods such as self-report data to investigate the causes for learners' 'incorrect' performance which did not coincide with NS linguistic features have become essential (Silva 2003; Flor 2004; Kondo 2004). Such shift of attention has gradually resulted in revealing the inconsistency in learners' performance; learners' degree of sociopragmatic knowledge understanding did not exactly correlate their level of achievement of the pragmalinguistic performance (Kasper, 2001; Jung, 2001). Consequently, some researchers/scholars have started to opine that relying merely on the psycholinguistic perspectives has limitations to explain learners' processes of pragmatic acquisition. Therefore, a more holistic theoretical approach to the interventional studies has been called for, integrating sociocultural perspectives (Kasper & Schmidt 1996; Ishihara 2009a). As for research methods, adopting multi-method approach utilizing different research methods in maximizing information and increasing the level of objectivity was called for (Kasper and Rose, 2002). In other words, both "microanalysis of each learner's information processing as well as microanalysis of interaction between teacher and

learner(s) as well as among peer learners are required (Kasper, 2001).

While the holistic theoretical approach to the interventional studies was called for some researchers/scholars were encouraged by the trend formed by the critical pedagogies and began to discuss the pragmatic competence in terms of the current intercultural competence. Consequently, they advanced the theoretical and empirical discussion on the pragmatics further beyond the pre-critical pedagogies notions. Ishihara has been one of the central TESOL professionals in advancing the discussion. Ishihara has evidently identified the notions overlapping in the recent development of the theoretical discussion on the pragmatics and in the intercultural communication such as learners' first language/culture status/identity. She calls this current understanding of the pragmatics which aligns with the renewed notions of intercultural communication "critical pragmatics" (2009b). Ishihara (and often with other researchers/scholars) has acted upon the need to explore the holistic theoretical approach by conducting (in the US and in Japan) interventional studies by integrating the sociocultural theories; moreover she applied the approach (1)[63] to construct instruction/assessment procedures separately for learners' sociopragmatic awareness and their pragmalinguistic production to suit the post-critical pedagogies notions.

There are two major researches that illustrate Ishihara's theoretical and empirical exploration.

Ishihara and Tarone (2009) (ibid.) have shed light upon the inconsistency mentioned above which was sometimes reported in the interventional studies (Siegal, 1996; LoCastro, 1998). The two researchers conducted a qualitative research[64] by applying the speech accommodation theory.

Ishihara and Tarone were aware this research could not be generalized to account for a wider population, yet, they have noted the research has verified the speech accommodation theory applied in a few ILP research, "some adult learners "maximal convergence"[65] does not appear realistic as they are likely to have two contrasting needs: the need to become proficient in L2 versus the need to mark their own L1

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63 One of the approaches suggested by the advocates of the critical pedagogies described at the beginning of this chapter III-1-1.

64 Robertson (2002) defines the qualitative approach observes issues/phenomena in detail from a teacher's own viewpoint whereas the quantitative approach is something that endlessly pursues facts.

65 According to Giles (1979), "maximal convergence" refers to learners' complete approximation to the NS model.

identity/status."[66] Moreover, they have provided further information on the complexity of the pragmatic variability involved in the learners' pragmatic decisions in producing the pragmalinguistic forms. The causes for the inconsistency in the learners' performance considered 'incorrect' did not derive merely from the learners' degree of understanding of the traditional sociopragmatic factors such as the learners' perception concerning contexts such as social status, psychological/social distance and degree of imposition, but also from the intertwined pragmatic variability.[67] This meant the NS pragmalinguistic forms in accordance with the NS norms as the target could possibly impede the learners' pragmatic development. Ishihara and Tarone (2009) have argued that the interventional studies would need greater sensitivity for a learner's pragmatic variability. Furthermore, they emphasized the need to apply the approach (1) (Thomas, 1983; Kramsch, 1998)[68]; the instruction/assessment procedures should be constructed independently for learners' interpretation of the sociopragmatic factors and their choices of pragmalinguistic forms. Additionally, Ishihara and Tarone have suggested the instruction should include points other than focused pragmatic feature, such as teaching learners' communication strategies like clarifying and confirming one's intentions for his/her selected pragmalinguistic forms. This suggestion is indeed shared with other researchers (e.g. Ishihara and Cohen, 2010; Kondo, 2009), and I consider the suggestion crucial as part of the necessary skills for ELF learners.

Ishihara in an article (2009a) has further explored the holistic theoretical approach by introducing an interventional study (a qualitative case study)[69] in a FL context (Japan) to which the Vygotsky's sociocognitive theory was applied[70]; the main pragmatic feature under study was request discourse.[71] Having taken full use of the theoretical and empirical discussion, Ishihara stepped forward to modify the conventional pedagogical

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66 Please refer to Appendix VII.

67 The variability seemed to involve, besides the traditional factors, the learners' social cultural background (nationality, ethnic, gender, generation differences, etc.), the individual personalities derived from life/learning experiences and, notably, each learner's subjectivity at work using a specific communication.

68 In the SLA, Thomas stated, "Classroom instruction should assist learners in conveying what they wish to communicate in the form of comfortable self-expression and not impose native norms on the learners." And, Kramsch (1998) reinterpreted that learners need to develop a native-speaker like competence in understanding the pragmatic force associated with linguistics structures (Thomas (1983) pragmalinguistic competence), but should have choices about whether or not to adopt native speakers' understandings of the size of imposition, social distance, and relative rights and obligations in involving these linguistic structures (Thomas (1983) sociopragmatic competence).

69 Case study refers to in-depth study of a "case" or "cases"; collected data includes multiple sources; McDonough & McDonough (1997) describe that it is predominantly a description and is usually based on a qualitative data set, though statistics such as survey findings may be incorporated.

70 Please refer to Appendix VII.

71 In addition, the pragmatics of giving commands, asking for permission, etc. were addressed as part of the oral skills in the class. The communication strategies recommended in the previous research has not been included in this research.

model by adapting the approach (1) including different norms of English varieties[72] as part of the instruction/assessment to suit the current post-critical pedagogies notions (please refer to Appendix VIII for the full procedures of the Ishihara's model/Table 1).

The research was conducted by Ishihara as a teacher-researcher[73] in a FL context (at a university in Japan) for adult Japanese learners of English.[74] The research was based on the traditional pre-test/post-test design involving the basic instructional stages.[75] Additionally, opportunities of interaction/reflection by teacher-student(s) scaffolding grounded on Vygotsky's theory[76] were incorporated. In so doing, the teacher invited the learners to revise their responses and refine their reflections in developing the learners' pragmalinguistic ability in English. The multiple and complementary research methods were employed.[77] In selecting research methods, Ishihara has taken one of the chief limitations which were the learners' weakness in listening and speaking abilities in English into considerations. Thus, written DCT and scripted role-plays based on the DCT were selected as the most practical approach. Additionally, because of the common FL contexts' constraints[78], Ishihara did not use electronic records.

In the article, Ishihara has displayed some positive effects of the pedagogical model; the learners' control over the presumably NS pragmalinguistic forms with the knowledge of associated norms were developed to some extent (which has given evidence to support Vygotsky's theory), although the learning processes among learners differed[79]; the learners were able to raise their sociopragmatic awareness based on the criteria (Table 2 in Appendix VIII); several learners have raised their awareness of different pragmatic norms in World Englishes.[80] However, Ishihara has emphasized the difficulty in making sure the learners' pragmatic match between their intentions and projected receiver(s)'

72 The research mainly introduces Hong Kong variety.

73 This means that the instructor/Ishihara was an observer as she participated in the research, at the same time, was the sole evaluator of learners' pragmatic competence.

74 Participants in this study are fifty eight students, consisting of forty-one males and seventeen females); the class met once a week for ninety minutes for a semester. In the initial background survey the students' TOEFL scores were between 370 to 429; their cross-cultural experiences in the past were reported little; only one student spoke another language which is their heritage Chinese language).

75 As explained before, the stages include the awareness-raising stage followed by an explicit explanation of pragmatic feature, the communicative practice stage and feedback stage.

76 Scaffolding by more competent peer student(s) did not seem to be applied by Ishihara in this case (please refer to the appendix VII for the details).

77 The data consisted of the instructor's field notes taken while observing instruction/assessment, class documents (i.e., instructional activities and handouts, reflections, assessments), and written questionnaires (i.e., initial student background survey, midterm reflective questionnaire, and course evaluations).

78 As described in the previous section, in many FL classrooms which consist of a large number of students, arranging role-plays, transcribing the role-play data and also evaluating the transcribed data could be too time-consuming and not practicable (Rose and Ng, 2001).

79 Some exploited the instruction and were able to control the learned pragmalinguistic forms better than others. And, I suspected this phenomenon could have been caused by the hypothetical role-play, thus, I avoid this role-play interaction in tailoring the pedagogy for the JLs.

80 Introduced to a much lesser extent in instruction, "macrosocial" contextual factors, such as gender, ethnicity, generation, and socioeconomic status, were not mentioned in any of the learners' reflections.

interpretation and calls for further research on this matter. That is to say, Ishihara's theoretical and empirical exploration seem to have concurred to further the conventional model "beyond the pre-critical notions" and to clear the criticism made by the advocates of the critical pedagogies.[81]

Ishihara has asserted in the article that, ultimately, the pedagogical in the FL classroom should be "an invitation" to cross-cultural journey of gaining one's own voice and of constructing his/her identity and agency[82] within the English-speaking community in the current state of globalization. In fact, this assertion coincides with her theoretical view termed as "critical pragmatics" (2009b), thus, I call the model "a critical pragmatic pedagogical model" in this dissertation.

Due to the tradition established in the history of the pragmatics in the field of SLA, learners' linguistic development appears to be valued and well reflected in the instruction and assessment of the Ishihara's modified model. Therefore, I believe the strength of Ishihara's model is the theoretical backing rooted in the research (involving both the psycholinguistic and the sociocultural theories), which in fact was the very aspect that the intercultural language learning pedagogical model by Liddicoat et al. (2003) was short of. Thus, the Ishihara's model is valuable in tailoring an apt pedagogy to meet the needs of JLs of ELF to improve 'speaking' ability of the pragmatic competence.

The strength described above can be looked at from a different angle. The model can be considered functional in teaching the culture-specific element of the dynamic view.[83] This, however, regardless of theoretical views of Ishihara presented in the article compliant with the current notions of intercultural communication,[84] implies the model has little concern for the culture-general element necessary in intercultural learning. In

81 As previously described in III- 1-1; the broadened conception of language and culture has been reflected on the Ishihara's model divorcing from the rigid NS model (instruction/assessment) and also from the dependency on the universality. In a way, Ishihara succeeded to materialize what the advocates of the critical pedagogies hoped for; 'Infusing sociocultural dimensions into language programs' by incorporating sociocultural perspectives into the psycholinguistically determined conventional model, and what is more, by adapting the approach (1).

82 Agency is closely tied to subjectivity, which in the case of pragmatic resistance might largely be associated with L1-based values. Learners' agency may serve an internal screening device, censoring what to accommodate or resist as they express themselves within the contextual restraints (Ishihara and Tarone, 2009).

83 Liddicoat et al. (2003) finds the definition by Paige et al. (1999) significant as it involves both culture-specific skills related to interacting in a particular linguistic and cultural context and culture-general skills of intercultural communication (please refer to III-1-1).

84 Besides the views in the asserted ultimate goal of the research, Ishihara regard assessment as essential part of the instructional procedure involving reflective observation and active experimentation. As for the use of L1, she has utilized the L1 not only to make the L2/English pragmatic features accessible to learners but also to compare pragmatic features between L1 and L2. Additionally, she seemed to have perceived the FL classroom more than the context depleted with the authentic L2/C2, but rather, an environment where learners could realize the need to speak in English and imagine themselves as a member of the English-speaking community.

other words, the model has left some room to be explored in strengthening the culture-general element/the approach (2).[85] I agree with Ishihara's belief that the pragmatic-focused instruction/assessment fitting in the intercultural communication must assist learners in developing the adequate pragmatic awareness and appropriate language production. And integrating the culture-general element to foster each JL's 'third place' as part of the instructing/assessing procedure in Ishihara's model could be an attempt worth exploring.

At this point of the theoretical and empirical discussion, it is safe to say that each line of discussion has sought to approach responding to the need to construct the apt pedagogical model in the current intercultural communication from different perspectives and dealing with different focus on the complex layers of language(s) and culture(s); both pedagogical models have its own strengths and call for further research. To my knowledge, no research has specifically been concerned with ELF as the target language. Therefore, I need to tailor a pedagogical model exploiting the strength I identified in each model and, importantly, setting the ELF as the target language.

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[85] As described in Chapter III-1-1, the dynamic intercultural teaching approach should involve features such as acquisition regarding cultures, comparing cultures, exploring cultures and finding one's own 'third place' between cultures (Liddicoat et al., 2003). As I have demonstrated previously, the culture-general elements based on the approach (2) is the strong point of the Liddicoat et al. (2003)'s model.

CHAPTER IV   METHODOLOGIES

The current research was a small-scale exploration of introducing a critical pragmatic pedagogical model tailored for specific adult Japanese learners/business people (JLs) of English as a lingua franca (ELF) and examining effects of the pedagogy in making further major/minor changes to better suit the JLs.

IV-1   Participants

Four adult JLs of ELF (consisting of one male and five females in their 30s and 40s) have participated in the research on a voluntary basis.[86] There were two groups: Group 1 consisting of Student A and B; Group 2 consisting of Student E and F. They have met a total of three times at a rented classroom[87]; each session lasted approximately two and a half hours/150 minutes. As Baseline data 1 in Appendix IX presents, these specific participants have the general characteristics of JLs such as being the recipients of the dichotomy found in the Japanese foreign language educational environment[88] and having little pragmatic ability (speaking and listening) in English (American/British variety).[89] In other words, the JLs have never received any pragmatic-focused instruction/assessment, experienced a pedagogy which intended to help them foster respective 'third place' perspectives to be 'intercultural speakers'; and, nor have they been informed of particular knowledge of ELF and trained to learn concomitant skills. Yet importantly, the JLs have already recognized the existence of English varieties around them living in part of the globalizing world. They anticipated increasing future needs to speak English as a common language in their everyday life, in their career and/or when they travel.

IV-2   Methodology --- a qualitative action research approach (QAR)

I have selected a qualitative approach because I aimed to primarily study certain in-depth effects of a critical pragmatic pedagogical model on the JLs, and I believe action

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86 They were my ex-colleague's students. The participants' traveling expenses were paid after the lesson. Due to the teacher-researcher's physical condition and also the earthquake/tsunami/nuclear incidents happened in March 11, 2011, the timing of the lesson was postponed. Originally in the preliminary meeting there were six participants. But unfortunately, the present author found out that two JLs could have time for the project because one got married and moved to the area of the earthquake and one JL's mother-in-law who lived in the area has died (not directly affected by the earthquake).

87 Since I was introducing a new method different from the school's methods, the school administers did not allow me to use the school classrooms.

88 As pointed out in Chapter II, they have at least eight to ten years of experience of English language learning; because of the exam-oriented classes, the grammatical knowledge and associated disciplines and skills such as memorization, drills, repetitions, etc.; they also have experience of taking part in only-English classes by ALTs. Please refer to Chapter II for further details.

89 Please refer to Baseline 2 in Appendix IX for further information.

research[90] most befitting because its representative characteristics (A), (B) and (C) below[91] resonated with the content of the intended research.

(A) The emphasis is on practical issues in the specific context.

I have dealt with the JLs' particular needs and tried to find a solution by tailoring an apt critical pragmatic pedagogical model.

(B) It is an on-going 'self-reflective spiral process' involving changes; Field (1997) simply describes this process as "Plan → Act →Observe → Reflect."

Essentially, the research under discussion was developmental due to the nature reflected on the cyclical model deriving from the Liddicoat et al.'s model (2003); I have taken the process described above. (Please refer to Appendix XV presenting QAR schedule).

(C) It encourages professional/personal development.

This is something I value as the very essence of research as a TESOL professional. Also, continuous development of a learner's and teacher's respective 'third place' perspectives is a distinct characteristic reflected on the introduced model.

IV-3 Tailoring instruction/assessment procedure as a critical pragmatic pedagogical model for the JLs

The ultimate goal for the JLS of ELF is to develop "critical pragmatic competence." Learners with this competence refer to individuals who are aware of the unique characteristics of English language today and possess adequate pragmatic ability in one variety of English including "basic lingua franca skills"[92] which refer to confirmation/clarification sentences, conversational management skills such as turn-taking, relevant short responses, using hesitation markers, etc. In addition, the learners have control of the pragmatic ability/adaptabilities[93], and can constantly seek one's 'third place' perspectives in the intercultural communication. They are able to utilize the pragmatic ability creatively to express in English from the 'third place'; and could build his/her identity as an intercultural speaker.[94] Due to the chief limitations of the current research, which is a small-scale exploration within a limited time schedule, the following

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90 The term itself is usually attributed to Kurt Lewin, a German social psychologist; action research is an approach, not a method or technique (McDonough & McDonough 1997). Action research is usually defined as a systematic enquiry designed to yield practical results capable of improving a specific aspect of practice and made public to enable scrutiny and testing. Action research is called 'inside out approach' by Nunan (2001), 'classroom research' by Hopkins (1993) and 'teacher-led research' by Field (1997).

91 The characteristics are pointed out by several researchers; I refer to notes by Holliday (1994), Herbert (1990), Hopkins (1993), McDonough & McDonough (1997), Nunan (2001) and Walford (2001).

92 This is called by Acar (2007).

93 This more or less equates with the ability to match intention(s) and likely interpretation(s) on receiver's end discussed by Ishihara (2009a).

94 The five characteristics of ELF; these are Global, Partial, Compensatory, Adaptive and Creative. Please refer to Chapter I for further description.

were taken into consideration: 1) it was unlikely that the JLs would arrive at gaining sufficient control to be fully adaptive in using English at their will; 2) as individual identity has intricate facets and does not alter easily (LoCastro, 2001; Reimann, 2006; Jung, 2001), the JLs would not be able to realign their identities. Thus, although I was aware there were many hurdles to overcome and there was no single pedagogy suitable for the JLs to achieve the goal, I have tailored a critical pragmatic pedagogical model in order for the JL to make his/her first step to develop such critical pragmatic competence.

The focused interactional feature selected for the current research/QAR was giving compliments and responding to compliments as part of greetings (CRG). The reasons for the selection was because 1) Acar (2006) opines cross-cultural encounters in intercultural communication should be included in a pedagogy for ELF learners, and greetings are one of the basic and essential social acts necessary in the encounters (e.g. Scollon & Scollon, 2001); 2) giving and responding to compliments are one of the sociocultural themes suitable for linguistic and cultural comparison and exploration[95]; and 3) compliments and responses to compliments, are among the most investigated speech acts in the pragmatic-focused research[96] and therefore there are available research findings to which I could refer.

Having taken the baton from Ishihara, I have exploited her critical pragmatic pedagogical model (2009a) because it has its strength in developing the culture-specific elements of the dynamic view/pragmatic ability in one variety of English with the theoretical and empirical rationale including the weight on learners' linguistic development. To further strengthen the model I have adapted the culture-general elements reflected on the cyclical Liddicoat et al.'s model (2003) specifically concerning ELF as the target language: 1) to provide the JLs cross-cultural opportunities to compare and explore various relationships between languages and cultures[97]; 2) to encourage the JLs to reflect on/articulate clearly how they felt (comfortable/uncomfortable) as ELF speakers and to recognize their perceived changes which would/may help them find his/her 'third place' as "intercultural speakers"[98]; and 3)

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95 Compliments often play a central role in social strategy. Such strategies include establishing friendships, making an opener for conversation etc.

96 There are varied researchers (e.g. Billmyer, 1990; Rose and Ng, 2001; Ishihara, 2003; Ishihara, 2009; Ishihara, 2010).

97 In the model by Liddicoat et al. (2003), the opportunities refer to NS model-based communication and the reflection to how learners feel for being a NS, not as an intercultural speaker.

98 In the model by Ishihara (2009a), the Vygotsky's theory was applied to develop learners' NS pragmalinguistic development matched with the learners' intention. In the introduced model, the theory was tried to apply to develop learners' critical pragmatic competence.

to give the JLs opportunities to utilize newly-gained linguistic forms and to express in English, their choices from the changed/unchanged perceptions.

QAR was based on the pre-lesson/during-lesson design, consisting of instructional stages which are Awareness-raising and Experimentation including explicit explanations, Practice, Action and Feedback. An assortment of interactions was embedded in all stages because "interaction" has been considered critical from the sociocultural perspectives in both lines of theoretical discussions.[99] There were basically three types of interaction: 1) through activities among the JLs; 2) between the teacher-JL (s) in which the teacher played a role of information provider; and 3) in group discussion involving the JLs and the teacher. The profiling approach was chosen and the emphasis was equally on effects regarding "linguistic and cultural resource," "reflection on 'third place' perspectives," "digestion of the pragmalinguistic forms," "action"[100] and "interactions." I have asked an ex-colleague to be a supervisor[101] for the QAR to enhance the validity.[102]

Therefore, the concrete research questions concerning the effects were as follows:

(A) Did the JLs gain any linguistic and sociocultural resources?

The resource refer to (A-1) awareness of the ELF characteristics; (A-2) the range of sociopragmatic awareness (concerning American variety of English (AE)[103] and also other cultures);

(B) Did the JLs recognize any changes in perception which were indicative of respective 'third place' perspectives as intercultural speakers?

(C) Were the JLs able to 'digest' the linguistic resource/pragmalinguistic forms (expressions concerning giving/responding to compliments as part of greeting and the basic lingua franca skills) by their familiar learning manners such as "dictation" and "reproduction"? Did quiz/drills help the JLs in digesting the input?

(D) Were the JLs able to express in English (utilizing the gained resource) from their renewed perceptions?

(E) Did the various interactions have any influence on the JLs' as well as

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99 Yet, it is empirically examined only in the pragmatic-focused research discussed in Chapter III.

100 "Resource" and "action" were made use of the terms from Liddicoat et al.'s model (2003).

101 The ex-colleague has been teaching students (the age varies; small children to college students/adults) through scripted stories for more than thirty five years. The stories based on stories like Peter Pan, Romeo and Juliet and also folktales translated in English deriving from various countries such as Korea, China, France, Spain, Netherlands, Japan and so on.

102 Validity refers to whether an approach produces what it purports to produce (Herbert 1990).

103 The American variety was chosen because that is the variety the JLs had have been primarily taught at school and the material used in the Awareness-Raising and Experimentation stage are mostly in the variety.

on the teachers' development?

In tailoring the pedagogical model, I have paid the most attention not to impose any norms attached to specific variety of English on the JLs. One of the instruction/assessment procedures I incorporated for that purpose was the three separate occasions specifically made for the JLs to articulate and record their feelings/perceptions changes.

Moreover, in the Practice stage, I did not instruct the JLs to play hypothetical roles in AE.[104] Nor did I apply the teacher-student(s) scaffolding (grounded on the Vygotsky's theory) to guide the JLs to approximate to the NS pragmalinguistic forms. Instead, they were instructed to concentrate on digesting the input (the linguistic resource/pragmalinguistic forms) referring to the empirically proved pragmatic-focused research built upon the psycholinguistic theories (discussed in Chapter III).[105] I considered it imperative to provide the JLs sufficient time to process the input and help them 'digest' the input closer to the level of 'control' based on Bialystok's two-dimensional model of L2 proficiency development (1993, 1994) which are empirically discussed in various research.[106] Also, in order to exploit the JLs' preexisting skills I applied "dictation" and "reproduction (oral and written)[107] as "formulaic /chunk learning" (e.g. Skehan, 1995; Kellem, 2009) to assist the JLs to become able to deploy memorized phrases/sequences.[108] I also provided a kind of quiz/drills for the JLs to self-check and/or help each other in confirming their status of "digesting."

Furthermore, I tried to differentiate instructional activities[109] between ones which ask the JLs to perform objectively in the awareness-raising and experimentation stage and ones subjectively in the action stage.

In the awareness-raising and experimentation, I have adapted "scripted consecutive interpreting[110] activity" as part of the instruction/assessment to provide the JLs to

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104 The reason was because in the report by Ishihara (2009a), I spotted some possibility that role-plays in L2 might have confused the learners in differentiating the pragmalinguistic forms they were supposed to gain and those they were to use as their own expressions.

105 Please refer to Appendix V for further description.

106 The researches include Ellis (2003), Hassall (1997) and Koike (1989).

107 The importance of chunk learning is also discussed by Sato (2008), Nobuyoshi and Ellis (1993), McCarthy (1998) and so on.

108 "Dictation" is considered effective for JLs in absorbing new L2 linguistic forms (Ochi 2005; Torikai 1997) and "reproduction" is in further assimilating the L2 (Shinzaki 2005; Tanaka 2002; Someya 1996; Mukai & Maruyama 2002).

109 Activities in this context are considered means to collect multidimensional data, not a way to examine learners' performance quantitatively/numerically (Liddicoat et al., 2003).

110 Consecutive interpreting is one of the interpreting styles (other styles refer to simultaneous interpreting, attend interpreting, etc.) which interpret a speaker's line or lines consecutively.

compare (similarities and differences) and explore various linguistic and cultural features. "(Oral) interpreting" between one's first language (L1) and the second language (L2) has been regarded as an objective act which necessitates one's status concerning L1/the first culture in order to interpret ideas and information from one social/cultural context to another (Clouet, 2008). Among a number of interpreting methods (oral as well as written) which have been adapted in the English language learning,[111] "scripted consecutive interpreting" in L1 and English has been proved facilitative for JLs who had little pragmatic abilities and had never experienced "interpreting." Mukai and Maruyama (2002) reported that the "scripted consecutive interpreting" could be a role-play for JLs without pressures to interpret on-the-spot. They said an act of outputting L1 lines in a script, compared to a mere act of reading a L1 translation, made the corresponding L2 lines pragmatically accessible to the JLs. Also, concerning necessary condition for material, "students should be introduced to new materials/pedagogy from where students are and lead slowly forward" (Bassano, 1986) and "for adult students' satisfaction in language learning, students should feel both challenged and satisfied by (Doyon, 2003), the content of scripts can be arranged by teachers according to JLs' proficiency levels and relevant content/topics/interests. Moreover, it could take some pressure off non-native speaker (NNS) teachers who are not confident in speaking English. Teachers could prepare scripts beforehand and allow themselves time to practice.[112] Due to the discussion above, I decided to adapt the scripted consecutive interpreting (oral and written)[113] as part of the awareness-raising and experimentation stage in the instructional activities. As for a cross-cultural CRG as pre-lesson performance, I chose a CRG based on authentic conversation between my acquaintances in English as a common language, one was a Japanese speaker and the other a Spanish speaker.[114] Gray (2002) argues content and theme in authentic material should be

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111 Training methods for interpreting originally established for to-be professional interpreters has been utilized for general learners of English (simultaneous/consecutive interpreting, shadowing, etc.). Currently, the training methods have been employed in "interpreting courses" by more than one hundred universities in colleges/universities in Japan (Someya and Ino, 2005). Most of these courses are being offered as an extended-type of the English language learning classes with the primary course objective for the enhancement of students' linguistic four skills. But, there have been some classes which adapt some of the methods for pragmatic learning such as screen/movie written and/or oral translation (Mukai and Maruyama, 2002).

112 Many students who tried the interpretation style reported: 1) it was fun and interesting; 2) they did not feel shy speaking in front of other students/teachers because they were speaking somebody else's given scripts/speech; 3) they felt they improved their pragmatic mapping between L1 and English. The reports are based on an interview I conducted with Mukai who recalled his experience of introducing the scripted consecutive interpreting on some junior/high school students (2008).

113 The activity could elicit both oral and written performance which is meaningful concerning the task-effects.

114 I recognized there are possibly authentic cross-cultural interactions in ELF available on the internet. However, I decided not to use such information this time because as Liddicoat et al. (2003) warned such information needed to be carefully searched, selected, adapted and elaborated for specific students in a specific context. The scripted CRG was checked by a few bilingual speakers of Japanese and English.

selected concerning students' needs and limitation. As a result, the reason for choosing the CRG was because it involved a basic cross-cultural CRG conversation and contained globally shared topics such as mobile phones, and terms unique to the local context such as Bic Camera (a famous franchised shop of electronic products) and the loanwords such as sense.[115] Regarding other materials for the scripted consecutive interpreting used in the awareness-raising and experimentation stage to encourage the JLs to compare and explore various CRG in English between people from various cultural backgrounds, I utilized research-based material used for pragmatic learning in seminar (Ishihara, 2010).

As for the action stage, as during-lesson performance, the JLs were asked to create/revise the initial CRG as his/her own script with newly-gained linguistic and cultural resources from respective 'third place' perspectives and only play his/her own role subjectively.

Please refer to Appendix X which includes Table 1 presenting the instruction/assessment procedure in the proposed pedagogical model; Table 2 exhibiting "reflection sheet" used for the three occasions for the JLs to record their feelings/perception changes/thinking. And Appendix XI presents some samples of the teaching material used in the model.

IV-4   Research methods

The research was conducted by the present author as a teacher-researcher. The instruction/the interview medium was basically in L1 except for required performances in English because it was important for the JLs to understand unmistakably what were being instructed and what they were supposed to do.[116] For the same reason, the JLs' oral and written reflection/self-report data were in L1.[117] The data consisted of various written and oral data, by multiple and complementary assessment tools as I needed to examine observable and unobservable features on the aspects. Additionally, how the JLs have received the introduced pedagogy and the QAR, and how the JLs evaluate the teacher-researcher's teaching skills, etc. were elicited. (For details of the collected data for analysis/interpretation consisting of Section 1 ~ 4, please refer to Appendix XII).

I applied observation (teacher-researcher's journal and video recording) and self-report

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115 As explained in Chapter II, in the Japanese language there have been numerous loanwords expressed in katakana which were adapted from foreign words and became semantically different from the original English words.

116 Handout documents during the lesson were mostly in English, or both in L1 and English.

117 The L1 data necessary for the analysis/results chapter were translated into English by the present author and checked by the participants.

(interview and follow-up mail correspondence).

I selected observation because it was generally a central tool for action research (McDonough & McDonough 1997; Hopkins 1993) and was one of the direct ways to measure the learners' interaction and various performances.[118] I applied "journal"[119] and "video recording" for the observation; while journal is regarded as the least objective of all data (the act of self-reflection), video recording produces more or less objective data, including things that might be overlooked as trivial from the observers' eyes. For video recording, I asked the JLs' permission for its use and did not hide the camera because its ethical ground has been largely criticized. Since the presence of a camera might invite the JLs' unusual behavior, I allowed the JLs to get used to the presence of a camera by recording the JLs before the lesson started. To enhance the validity of the observation data, I asked the supervisor to check the data to make further notes.

In Section 1 in the collected data for analysis in Appendix XII (referring to the data concerning the preliminary assessment and the implementation of the pedagogy), I prepared a check list (Appendix XIII) for the initial assessment and the constant comparative method (Merriam, 1998) was used. The supervisor and I, respectively, started the assessment and subsequently, discussed and identified some tendencies in finding the directions for open-ended questions for the interview and the follow-up mail correspondences (Section 2). (Please refer to Appendix XIV for the directions for open-ended questions).

The self-report data were also considered significant by both lines of theoretical discussion because it was the only way to assess what occurs in learners' feelings, perceptions and thinking during/after performances. As was the case in the critical pragmatic pedagogical model by Ishihara (2009a), the pedagogical model introduced in this research also had some instructions/assessments which attempted to elicit the JLs' linguistic production (oral and written). Yet, in particular, as the objective (D) which highlights how much the JLs could exploit the linguistic and cultural resource and express from respective 'third place' perspectives, I considered the self-report data indispensable to investigate how each JL's perceptions were at work during the performance and reasons behind his/her decisions in choosing specific pragmalinguistic forms. Thus, I adopted retrospective interviews and follow-up mail correspondence

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118 "Performance" is used here to represent a spoken or written outcome produced at one particular time and in one particular place in a particular set of circumstances (Nunn, 2007).

119 Journal refers to my written record --- on-the-spot/write-up-after--- containing factual information and my actual feelings referring to the coding categories and other things of note. Journal is regarded as "diary" by McDonough & McDonough (1997).

instruments; in Section 2, the data by the instruments has verified some of the observed effects and clarified the uncertainty which was left to be explored in Section 1.

The interview was semi-structured in nature with each JL consisting of core questions[120] and open-ended questions based on the discussed directions in Section 1. To note, I avoided leading questions.[121] During the interview with each JL, whenever the issues concerning the interactions and the pedagogy/material came up I tried to encourage him/her to explain their views on the issues. I applied journal during the interview[122] to be able to go through later to make further remarks. To increase the validity of the interview data, I asked a colleague to review the recorded interview and take her own notes.

I also employed follow-up mail correspondence to triangulate the data and further enhance the validity of the interview data; it was possible that the JLs could not articulate what they wish to say and/or what were actually on their mind during the face-to-face interview.[123] I asked the same core questions and individualized open-ended questions; and also a question asking to evaluate the teacher-researcher's teaching skills, etc.

Lastly, the supervisor's and the teacher-researcher's participation in a variety of interactions throughout QAR was considered essential for their professional and personal development. In particular, the teacher-researcher's constant formation of the 'third place' perspectives as an intercultural speaker as well as a language teacher was considered important in the introduction of pedagogy. Therefore, I included the supervisor's and the teacher-researcher's final reports (Section 3 and 4) as part of the total evaluation of the effects of the pedagogy as well as QAR.

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120 The core questions concerning the effects of the aspects such as "linguistic and cultural resource," "reflection on 'third place' perspectives", "action" and the embedded interactions; and the pedagogy/material, QAR.

121 Too complex questions (including jargon in ELT, double negatives) and irritating questions were also avoided.

122 The video recording for the interview was not implemented because the JLs refused to be video recorded individually. Without video recording, I relied on the notes taken/after the interview.

123 I was also aware that the follow-up correspondence could not fully elicit the JLs' honest response/feelings.

CHAPTER V   RESULTS/ANALYSIS

The results of the qualitative action research/QAR by the profiling approach employing the multiple research instruments (as shown in the chart, Section 1 ~ 4, in the appendix XII) have given data to each of the following questions (see Chapter IV):

(A) Did the JLs gain any linguistic and sociocultural resources?

(B) Did the JLs recognize any changes in perception which were indicative of respective 'third place' perspectives as intercultural speakers?

(C) Were the JLs able to 'digest' the linguistic resource/pragmalinguistic forms (expressions concerning giving/responding to compliments as part of greeting and the basic lingua franca skills) by their familiar learning manners such as "dictation" and "reproduction"? Did quiz/drills help the JLs in digesting the input?

(D) Were the JLs able to express in English (utilizing the gained resource) from their renewed perceptions?

(E) Did the various interactions have any influence on the JLs' as well as on the teachers' development?

In addition, the data has provided some suggestions/ideas for major/minor changes to make the pedagogy better suit the adult Japanese learners (JLs), and to better conduct the subsequent cycle of the QAR.

In order to make the overall analysis there have been three major findings.

(I) Based upon the positive results for the research questions (A), (B) and part of (D), in the awareness-raising and experimentation stage, the JLs were able to gain some linguistic and sociocultural resources (A) which stimulated and changed the JLs' perception towards the English language and what are required for speakers of ELF (B); consequently, regardless of the JLs' individual differences such as their proficiency levels of the English language/American English(AE)/L2[124], whether they had experience of studying/living abroad, their respective life experiences/the current situations and their personalities, each JL has shown traces of emergent 'third place' perspective in revising the script in Japanese(L1) in the action stage (D). Such 'third place' perspective seems to have helped the JLs envision the long-term/ideal goal to become intercultural speakers.

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124 In this context, the proficiency refers to TOEIC and/or STEP scores cited in the baseline data.

(II) As for the questions (C) and part of (D), because of the insufficiency of the time given to the JLs to digest the pragmalinguistic forms and some deficiency in the instruction/assessment to record the process of the JLs' state of digestion, there has not been enough data to claim definite effects of the procedure (i) including the applied learning manners (dictation/reproduction) (C). Nonetheless, through the part of the action/ during the lesson performance to attempt translating the L1 cross-cultural script based on respective 'third place' perspectives into English (L2)(D), the JLs perceived the evident gap between what they intended to say in L1 and what they could actually say/write in L2. Consequently, the JLs reconfirmed the significance of the AE ability grammatically and pragmatically including the lingua franca skills in order to truly match the intentions and the actual output in L2. Furthermore, the reconfirmation seems to have helped each JL find respective short-term goals in improving the AE ability to reach the envisioned long-term goal to become intercultural speakers one day.

(III) There were three basic types of interactions inserted in the instructional/assessment procedure as explained in Chapter IV.[125] There have been positive results concerning each type of interaction, which is closely interrelated with the effects analyzed in (I) and (II) above. The theoretical discussion in Chapter III --- deriving from the cultural studies supported and incorporated in the model by Liddicoat et al. (2003) and from the psycholinguistic and sociocultural theories empirically proved in the interlanguage (ILP) pragmatic research on which the model by Ishihara (2009a) was based --- has assisted me in interpreting the results. Applying the empirically proved theories applied to the pragmatic-focused research to the interpretation of the current research has made a small contribution, yet fragmentally, to further construct theoretical rationale for the critical pragmatic pedagogies (Ishihara, 2009; and the present author).

The following presents analysis based on relevant evidence to support the above mentioned findings (I), (II) and (III). Some of the results cited for the analysis (I) will be part of the evidence to support the analysis (II); therefore these results will be underlined (concerning pragmalinguistic-related features) to be referred to later in the discussion (II). In addition, in order to discuss the interactions in (III), I put each type of

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[125] The three types are (1) through activities among the JLs; (2) between the teacher-JL (s) in which the teacher played a role of information provider; and (3) in group discussion involving the JLs and the teacher.

interaction in parenthesis and inserted accordingly in the discussions (I) and (II). I will cite ideas/suggestions by the JLs and the supervisor concerning the pedagogy/material used which are not directly relevant in the analysis in the footnotes below.[126] (As for the JLs' written data for the L2 translation in the pre-lesson performance and the revised L1 script and its translation in L2 during the lesson performance, please refer to Appendix XVI.)

(I) Positive results and their analysis

First of all I will display some results to prove the effects of the instructional procedures in the awareness-raising and experimentation stage through which the JLs have gained a range of linguistic and cultural recourses.

Linguistic and cultural resource

(A-1) The ELF awareness involving the instructional procedure (a), (b) and (c) (Appendix XI for the details of the instruction/assessment procedure)

Through the scripted consecutive interpretation (SCI) activity/the pre-lesson performance in the procedure (a) (the type of interaction among the JLs), all the JLs expressed their awareness was raised regarding the pragmatic similarities between the L1 and L2 scripts in (b) (the type of interaction involving the JLs and the teacher). In the initial assessment (Section 1):

> Student A: Playing the roles of the Japanese script felt very natural and easy, and this made me realized that real conversation in English should also have expressions necessary for natural conversation.
> Also, the difficulty in translating the L1 lines into English[127] was emphasized by the JLs:
>
> Student E: I was totally shocked that I could not even translate short and simple Japanese lines into English. I should have known better.

Such frustrations can be detected in the JLs' written L2 data. Student B and F could hardly translate the L1 lines into L2 except for a few patterned expressions for greetings learned at school, such as "how are you" and "fine, thank you." Comparatively, Student A and Student E who had experience of staying/living America[128] have produced better translations; they have put sentences relevant for participants who are familiar to each

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126 I have decided to insert the ideas/suggestions in the footnotes, instead of putting them in a separate appendix, because it would probably be easier for a reader to associate the ideas/suggestions to specific instructional procedure examined in the content above.

127 The teacher-researcher first instructed the JLs to orally interpret L1 lines, yet, as soon as she realized that it was beyond the JLs' abilities, she asked them to write down L2 translations.

128As cited in the base-line data in Appendix IX, Student A has a home staying experience in the United States for a month; Student E has a year-long studying abroad experience in the United States.

<u>other such as "Hi" for informal greetings and "Really?" as a short response.</u>

All the JLs have explored features unique to the cross-cultural conversation in English used as a common language. The globally shared item such as mobile phones and the loanwords unique to the Japanese social context[129] were identified. Moreover, specific lines used in finding a common ground between the participants of the conversation to avoid any unnecessary friction were also pointed out.[130] In the self-report data (Section 2), all the JLs have verified their raised awareness. And they commented positive features on the specific SCI activity (the type of interaction among the JLs) and considered highly of the used script as material.[131] Some of the results indeed echo with the effects of the SCI activity reported by Mukai and Maruyama (2002) mentioned in the previous chapter.

As far as the explicit explanation of the five characteristics of English as lingua franca (ELF) (c) is concerned (the type of interaction between teacher-JL(s) in which the teacher facilitated as an information provider), the observed responses of JLs in the initial assessment were not apparent. Yet, the self-report data has clarified what each JL thought of the ELF explanation.[132]

In fact, all the JLs considered the explanation informative. However, they articulated they had a hard time figuring out how they could apply the information to their practical application in learning the English language. In the interview, Student A said the explanation seemed to be 'something distant' for her because she was not an advance English student. Student B and F noted that it would have helped them to attain a better comprehension of the content if each ELF character had been explained with concrete examples. Student E regarded the explanation as a piece of up-to-date educational information.

The supervisor's notes in the initial assessment (Section 1),[133] remarked how novel the

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129 The words are, for example, Big Camera and sense which corresponds to meaning of "taste" in L2.

130 For example, a clarification expression in the script such as "what was that?" was noted by the JLs; a rephrased line in response to the clarification was also noted – "Thanks, I just bought it last week at Big Camera" was rephrased as "Oh, excuse me, I said, I bought it last week."

131 Some of the comments are as follows: the role-playing the script in L1 was surprising at first but was fun in doing (mentioned by all the JLs); the L1 outputting made it easier for the JLs to play the role in L2 and to grasp the feel of the conversation in L2 (by Student A, B and D); the role-playing in L1 and then in L2 was effective in pragmatic mapping between the L1 and L2 lines (by Student B, E and F); the outputting L2 lines was encouraging in making the JLs feel good about themselves, as if they were actually carrying on a conversation in L2 (by Student A, B and F); he attempted to translate the L1 lines into L2 and was successful in realizing his lack of English language ability (all JLs); the script level was more or less relevant (all JLs). In the follow-up mail correspondence, Student E and F suggested the material include other themes (besides giving and responding to compliments as part of greeting).

132 The supervisor and I noted that the personalities of the JLs might have influenced exposing and sharing what he/she really felt/thought; relatively speaking, Student A and E were eloquent and Student B and F were not.

133 Surprisingly, despite the subdued reaction seen among the JLs, the supervisor evaluated the explanation well from the beginning as recorded in the check list

idea of introducing the ELF characteristics was and how well the explanation sheet was organized.[134]

(A-2) The range of sociopragmatic awareness involving the procedure (e), (f) and (g)

The raised awareness in the JLs of linguistic variations in responding to compliments among people of different cultural backgrounds in (e) was observable in the initial assessment.[135] The JLs seemed to be well engaged in the activity (the type of interaction among the JLs) and discussed their views on the variations in (f) (the type of interaction involving the JLs and the teacher):

> Student B: I was amazed by the fact that the same English can be interpreted in such a diversified way depending on different cultural backgrounds of the participants of the conversation.
> Student F: I knew that stereotypes existed. But, I was not clearly aware that stereotypes actually had the span even among the same Japanese people.
> Student A: I think Japanese people take for granted that our opinions and thoughts are more or less the same because we share the same culture.

In their self-report data, all have confirmed the effect of the instructional procedure; they all thought the activity was fun and stimulating as to challenge their extant stereotypes. They also thought highly of the used scripts as material.[136]

Concerning the sociopragmatic features of American English (AE) in (g) (the type of interaction between the teacher-JL(s), in the initial assessment, the responses to the explicit explanation were not consistent among the JLs. For example, a noticeable inconsistency was recognized in the topics such as complimenting on performance/skills and on personality traits.

> Student A: I don't see much difference between what we do and what the Americans do; I do make compliments on my superiors' performance ⋯ of course, I use appropriate honorifics in Japanese ⋯ and we girls comment on good things about our personalities all the time.
> Student B: I feel uncomfortable not only in giving compliments to superiors but to people in general; and, I don't feel comfortable receiving compliments by

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(see the check list in the appendix X) and also in her notes.

134 During the discussion between the supervisor and the teacher/I in the plan phase of the third meeting/the interview, we found some discrepancies in our expectations towards the pedagogy. Because the supervisor was not as informed as the teacher-researcher was with the theoretical and empirical discussion concerning the pedagogies in the intercultural communication, she did not expect to see any specific responses in the JLs. rather, she reacted to the pedagogical feature highlighting the ELF concepts which was unexpected and unfamiliar to her. Thus, we decided to take such discrepancy expectations into consideration for the rest of the discussion. After reviewing the interview data, the supervisor added some suggestions to insert some concrete examples for each character.

135 The speakers'/listeners' different cultural background include Brazil, Jordan, Korea, Venezuela, Senegal and Japan.

136 Student A suggested in her follow-up mail correspondence that the activity could also include topics such as "asking/requesting" and "counting" to be compared among different cultures.

almost anyone.
Student E: Even when I was in the States, I sometimes felt very uncomfortable following what other school kids were doing: I felt pressure to always be aggressive in expressing myself which included giving compliments to others.

Student F, who seemed to be reticent about expressing his feelings in the initial assessment, revealed in the interview that he did not make any comment because he did not have any specific feelings towards the AE conventions.

The reaction seen in Student E above seems to be in line with some American learners of Japanese, who developed an aversion to using some Japanese norm-associated linguistic manifestations, reported in the pragmatic-focused research (e.g. Siegal, 1996; LoCastro, 1998, Ishihara and Tarone, 2009).[137] In the case of the JLs' reactions towards the AE, the focused theme (giving and responding to compliments as part of greeting) did not seem to collectively elicit obvious uncomfortable feelings in the JLs possibly due to the pragmatic similarities between the L1 varied themes to the JLs.[138]

(B) The perception changes involving the procedure (d), (h) and (k)

Secondly, I will portray how the JLs' perceptions towards the English language were stimulated as the result of the increased awareness and newly-gained knowledge through the instructional procedures in the awareness-raising stage.

According to the initial assessment (Section1), both the oral (d-1, h-1 and k-1 in the discussion)(the type of interaction involving the JLs and the teacher) and written (d-2, h-2 and k-2 on the reflection sheet) data, there was a tendency that each JL's perceptions were mostly stimulated by the SCI activities in (A-1)(a) and (A-2)(e) and the AE sociopragmatic features (g). The main reason for this was uncovered by the self-report data concerning the JL' feeling/thinking after the during-lesson performance/Action (j) (D); in brief, the JLs were very disappointed by the gap between what they intended to express in L1 and how they could materialize their intentions in L2 (this will be explored later in (D).

The following is the summary of each JL's reflection on his/her perception of changes in the initial assessment (in the reflective discussion and on the reflection sheet) which

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137 Some learners of Japanese resisted to adopt the Japanese honorifics, because the learners thought the linguistic forms were closely related the Japanese gender/hierarchy-oriented norms.

138 The JLs and the supervisor noted that it would be better if the material include more themes.

have been confirmed as his/her respective state of perceptions at the time of the self-report data.

Student A was likely to stress the importance of improving a native speaker' (NS) variety, particularly the expressions which were not usually taught at Japanese schools;

Student B mentioned the word 'flexibility' a few times; he also emphasized the need to think 'simpler' and improve the AE because there were many pragmatic similarities between the L1 and AE;

Student E seemed to have high regard for the use of the reflection sheet; and she said/wrote the reflecting felt so liberating that she thought she could no longer have to conform to the AE norms and resolved to say what she felt comfortable in English from there on;

Student F was reluctant to voluntarily speak up and share his feelings/perceptions/thinking, but he did mention in the sheet that "I never even thought of how I feel about my stance when I speak the Japanese language, so, thinking about my perception towards English as a common language never crossed my mind."

(D) The action based on the 'third place' perspectives/the during lesson performance in revising the L1 involving the procedure (j) (the type of interaction between the teacher-JL(s).

Revising only part of the script[139] would not provide the JLs ample freedom in terms of reflecting his/her perceptions, however, the combined data of the written data in L1/revised script in L1 in the initial assessment, and the self-report data consisting of the in-depth respective interview, in addition to the follow-up mail correspondence have unearthed each JL's stimulated/changed perception. In particular, the interview data has largely corroborated each JL's emerging 'third place' perspectives.

Student A has consistently emphasized the importance of the AE ability to which she basically found no pragmatic resistance. As for the L1 script, she did not make any pragmatic changes in the L1 script, but rather, she elaborated the L1 lines. In the L2 translation, she utilized some of the informed expressions concerning giving/responding to compliments and clarification/confirmation and she specifically tried to find a grammatically correct expression that matched her intention in the L1 script. While she was translating a L1 line, she asked the teacher-researcher, "Could you tell me

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139 The JLs were given choices to create a whole script or to part in the script used in the pre-lesson performance; all selected to revise the script.

confirmation expressions in English using something like 'isn't it' – I know I learned the structure at school but I forgot", and requested a grammatical instruction. As a result, she understood the grammar and translated the line as "You have good taste, don't you[140]," which in the pre-lesson performance was translated as "your sense is good."

In her interview, she shared two episodes based on her experience which happened during a trip to China and a home-stay experience in the United States. How she conveyed these episodes concerning what are required for ELF speakers in perspectives has assisted me to confirm her emergent 'third place' perspective. In China, she was appalled she could not even carry out a simple conversation with some Chinese people.[141] In the United States, she recalled that her host mother once asked her to do some chores. She thought it was rude because she was there to study, not to do chores. Then, she offered an astute analysis of the episodes. She said even if the Chinese people had known some English expressions it would not guarantee that the Chinese people could have a friendly conversation. Unless the Chinese people had certain attitude using English as a common language, the conversation would not take place. She continued, if she had the attitude and known the expressions necessary to carry on a friendly conversation with the host mother, in addition to being asked 'nicely'; then, she would have felt differently. Therefore, she concluded that she discovered that ELF speakers, whether he/she is native or not, are required to have certain knowledge/skills to make the cross-cultural conversation effectively. In the follow-up mail correspondence, she validated her 'third place' perspective.[142] Thus, it was her perspectives concerning intercultural speakers, not the seemingly fixed affinity towards the AE that motivated her to revise the script to make friendlier cross-cultural conversation without any pragmatic alternations in the L1 script. Consequently, as presented earlier, this helped her pursue finding the grammatically correct pragmatic match in translating the L1 lines into AE.[143]

After the action/the during-lesson performance, she said she realized clearly what exactly she needed to do to improve the AE; she should memorize the expressions, but to match the sentence with her intention of increasing vocabulary and restudying grammar in AE was vital.

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[140] The original L1 line was "センスいいですねー".

[141] The people refer to taxi drivers, clerks at hotels/shops, and so on.

[142] She illustrated her ideal state as an ELF speaker as someone who was able to have concerns for others, operating the necessary 'lubricant' expressions for cross-cultural conversation and simultaneously being bold enough to express according to her principles.

[143] As for the pedagogy/material for the action, she suggested to make the other role in the script (when revising the script) someone a student knew/an acquaintance so that the student could envision a 'catch ball' of conversation in a natural and concrete way.

As for Student B, despite the fact that he personally did not feel comfortable in complimenting and responding to compliments in L1 context, his reflection indicated that he considered 'flexibility' important for speakers of ELF. In the L1 script, instead of following his personal feelings, he appeared to be 'flexible' in revising the script by adding some term/sentence to make the cross-cultural conversation smoothly. For instance, he used the term "smartphone", a trendy mobile phone in Japan, and made a compliment on the phone and added "I was thinking of buying one myself, too[144]". Student B's pragmalinguistic progress was recognized; from merely two patterned English expressions for the greeting in the pre-lesson performance, to exploiting the informal greeting expressions in the pragmalinguistic information. Yet, as for the rest of the script including the added L1 lines were not translated.

The self-report data has compensated data to clarify the reasons behind his choice of being 'flexible' in revising the L1 script and to discover his view of the 'third place' character necessary for ELF speakers. In the interview, he talked about his colleague who was Japanese but studied in the United States and lived in Italy for a few years. Student B said he recognized a 'third character' in his colleague when speaking English with foreign business partners which did not seem to belong to any specific nationality. He told me that in order to build sound relationship with people with various backgrounds, a common language was required, this happened to be the English language; and therefore, we should all try to be 'flexible' in using the common language. In the follow-up mail correspondence, he restated the importance of having the 'third character' beyond one's personality in L1 context.

Concerning what was happening after the action/the performance, he commented during the interview he was so shocked to experience the gap between what he wished to say and what he could actually write in L2. He was busy thinking about what must be done with his 'lack' of the AE ability in every aspect. In the follow-up mail correspondence, he expressed that he was never so motivated to learn English language and would start building vocabulary and clarification/confirmation expressions right away.[145]

Among the JLs, **Student E** seems to have revised the L1 script most extensively to express what she felt comfortable with, compared to her previous actions where she felt

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144 The original L1 line "僕もほしいと思っていた" was translated by author.

145 Regarding the pedagogy/material, he wrote that he wanted to take the lesson throughout the year so he could get used to the pedagogy and produce better outcome in L2.

pressured to conform to the AE norm-oriented pragmalinguistic forms. For example, she has altered pragmatic L1 lines by inserting a negative remark while on the mobile phone instead of making a compliment, "Excuse me, but frankly, the color is not my preference[146]" Also, she added a sake as part of the L1 line, which was a globally shared word but at the same time was her favorite kind of drink.

Regarding the pragmalinguistic progress, she seems to have utilized the pragmalinguistic information most among the JLs to express what she intended to express in L1. She exploited expressions not only for the greeting portion but also for the rest of the script utilizing the lingua franca features such as "Well", "Let me think…", "and Are you with me?" The supervisor and I had reviewed the video-recorded data, and confirmed Student E reacted to the specific expressions dictating them repeatedly, more than she was for other expressions.

The self-report data has uncovered her changed perception indicative of her 'third place' perspective as an ELF speaker. In her interview, she uttered that ELF speakers need to have specific knowledge and skills which were "more than just to express what she/he felt comfortable." She described that how the ELF speakers were obliged to make efforts in finding the common ground to establish trust among them; otherwise their intentions of messages would not be construed as they were supposed to.

She was the only person who confidently said she had a sense of accomplishment from a pragmalinguistic point of view.[147] In the follow-up mail correspondence, she asserted that, ultimately, she could not become a real intercultural speaker unless she improved English grammar.[148]

Student F tended to keep his low-profile and his changed/unchanged perceptions were not lucid in the prior assessments. Yet, there was an indication he has given thoughts to his 'stance' and 'right' concerning speaking a language in (B). In his L1 script, it seemed that such reflective thinking has appeared in revising the lines. Not only had he added more confirming/clarifying lines to the script but also lines which possibly indicated his concerns for "cultural sensitivity." For instance, he put lines such as "In your culture, is receiving a compliment like this considered conventional?[149]", "There seems to be a

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146 The L1 line"ごめんね, はっきり言ってその色は私の趣味じゃないけどね" was translated by author.

147 But, she confessed in her follow-up mail correspondence because she wanted to use the L2 expressions she liked in the practice stage where she revised the L1 so that she could include the expressions.

148 Also, she noted, if she could participate in the lesson more frequently, she could have produced better pragmalinguistic performance.

149 The original L1 line was "あなたの文化ではこのようにほめられることは普通ですか?"

globally shared tendency to think that the Japanese people are shy, so they do not give compliments to others, so, were you surprised (that I made a compliment?)[150]"

Student F's pragmalinguistic progress was recognized if compared to the pre-lesson performance. In the translated L2 script, he exploited some of the pragmalinguistic information for the informal greeting and for a few clarification/confirmation lines. However, the rest of the lines including the original lines introduced above were not translated in L2.

The sign of 'cultural sensitivity' in his revised L1 script was verified by his self-report data as an indication of his 'third place' perspective. In the interview, he presented his in-depth reflection upon sociocultural perspective of English as a common language. He shared his analysis on foreign business people who he encountered at his company at times, who were Russian, German, Chinese, Korean, Indian, Singaporean, etc. According to his recollection, whether or not they were natives or non-natives those business people seemed to make efforts in conforming to the Japanese conventions such as bowing as they exchanged their name cards, repetitively said "thank you" in English or sometimes "arigato" in Japanese. Then, he remarked he had never given much thought to the probability that those business people would also make efforts in not offending us when they try to communicate in English as the common language. He pointed out that some of those people must have compromised to some extent in doing so, because in the past, the English language may have been imposed on them and/or on their parents/grandparents. He then opined that just because the Japanese people never had a serious language or cultural imposition experience it does not mean we could neglect to learn the social, political and cultural features of the English language today and what it entails … he asserted, "such a 'naïve' (naive)[151] or 'ignorant' (無知) excuse, seemingly rampant among many of the Japanese would not work in the global society today."

Concerning what he was thinking/feeling after the action/performance, in the interview, he said he would immediately study to process (消化) the pragmalinguistic information." In the follow-up mail correspondence, he wrote that "it was an epiphany, definitely broadened my horizons concerning the English language today; I also know that this is something that has no end, I will continue thinking about how I want to position myself as an ELF speaker." As for the pedagogy/material, he noted he wanted to role-play the proofread version of his revised script to memorize the L2 lines so that he would be able

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150 The original L1 line was "世界では日本人は恥ずかしがり屋であまり人をほめなないと思われている傾向があります。驚きましたか?"

151 This is another loanword embedded in the Japanese language; it is normally used with negative implications.

to apply some of the lines in real situations at work.[152]

(II) Inconclusive results and their analysis for further discussion

(C) **The pragmalinguistic information** involving the procedure (i) in the practice stage (the type of interaction between teacher-JL(s)/the material and JL).

In the initial assessment, as seen in the other cases such as the ELF and the AE sociopragmatic explanations for which the teacher-researcher played as an information provider, the responses to the pragmalinguistic information among the JLs were hard to gauge. The JLs seemed to remain alert; they sometimes nodded to the explanation, dictated and reproduced the introduced AE expressions/the input as instructed. Yet, how the JLs thought of the specific instructional procedure and how the JLs took advantage of the applied learning manners (dictation/reproduction) in digesting the input were exposed by the self-report data.

As for the instructional procedure, all the JLs considered it beneficial for reasons which were not restricted to the linguistic aspects.[153] In the follow up mail correspondence, the JLs further compensated their views: Student B and F said that the information caught their attention because they thought it was practical information they might be able to use in situations at work where they had to carry a conversation with foreign people. Student A noted that listening to the information made her want to speak English with foreigners; and she also stressed she wanted to hear the teacher-researcher/me speak the English language more as she loved to listen to the teacher/researcher speak English.

Concerning the learning manners (dictation/reproduction), no one has made (mentioned/written) any negative comments. Nonetheless, all the JLs articulated they felt they needed more time for both dictation and reproduction. This time issue was in fact noted as regret in my journal in the initial assessment because I was fully aware of how important it was to give the JLs ample time to digest the input.[154] Furthermore, Student A, B and F noted they needed to have more drills and quizzes to help them

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152 The supervisor has suggested an idea for the action/performance; she said it would help the JLs experience being real "intercultural speakers" if there were foreign guests (native/non-native speakers of English) the JLs could communicate with in the class.

153 Student A commented she was very interested in the various ways to responding to compliments because they made her reflect on how she usually responded to compliments in L1. Student B specifically, found the most commonly used adjectives and grammatical structures and their corresponding pragmatic meanings interesting and useful. Student F noted in his follow-up mail correspondence that the differences between formal and informal greeting expressions were intriguing since they were a piece of simple information but something he was never taught at school.

154 This need was been proved in the pragmatic-focused research built upon the psycholinguistic theories (for the details, please refer to the interventional studies built upon these theories discussed in Chapter III and to the research findings in Appendix V).

digest the input productively. This seems to indicate a deficiency in the applied instruction/assessment. The inadequate supplemental material seems to have affected the JLs in addressing their status of 'digestion' of the introduced expressions and the teacher-researcher in eliciting any clear written documents to record their status of 'digestion.' Moreover, in the follow-up mail correspondence, Student B and F have written they wanted to repeat the dictation/reproduction more at home so that they could memorize the expressions. This result may imply that this student-teaching material interaction could be considered essential part of the JLs' process of 'digestion.'

The comment made by Student E deserves a special mention because the comment has exhibited a possibility of the role-play interaction to be employed to 'digest' the input in the practice stage. Student E emphasized she needed some other ways to practice expressing as "some kind of example dialogues." When she was asked if she meant role-plays in AE, she said yes. I asked further whether or not such hypothetical role-plays would make her uncomfortable in any way. Then she replied that since she already knew the goal was to practice the expressions applicable for cross-cultural conversations she did not think she would mind the role-playing in AE. She added that it would probably help assimilating the expressions. Even though I knew the role-play was an empirically proven instrument in the pragmatic-focused research (built upon the psycholinguistic theories) I also learnt the role-play sometimes imposed the AE norms on learners and consequently impeded them from their pragmatic development.[155] Yet, the comment above has made me feel that I needed to include the role-play as one of the choices for the learning manners for the practice stage.[156]

(D) The action based on the 'third place' perspectives/the during lesson performance in translating the lines in the L1 script into L2 involving the procedure (j)

Although the pre-lesson/during-lesson design was applied to elicit the JLs' pragmalinguistic features, simple comparison between the two performances would not suffice in examining the L2 translations[157] because in the during-lesson performance,

155 Such phenomena were reported by some researchers such as Siegal (1996), LoCastro (1998) and Ishihara and Tarone (2009).

156 The supervisor anticipated the level of digestion would have something to do with the JLs' proficiencies presented in the base-line data. And she noted the need of further measures to help the JLs further digest the input.

157 In fact, expectedly, the prominent AE pragmalinguistic development reported in the pragmatic-focused on conventional research aimed at 'control' of NS pragmalinguistic forms (discussed in Chapter III) focusing on the speech act "giving and responding to compliments" (Billmyer, 1990; Rose and Ng, 2001; Ishihara, 2004) was not found.

each JL's L1 script was revised as a consequence of his/her emerged 'third place' perspectives. Partly due to the deficiencies in the practice stage, examining how much was actually the 'digested' forms in each JL's pragmalinguistic progress[158] and/or 'created' original forms of each JL was not possible.[159] Student A and E have shown a few original lines beyond the informed linguistic expressions to express their revised L1 lines based on respective 'third place' perspectives. Thus, assessing/profiling the JLs' during-lesson performance should be further developed.

Referring to the underlined parts of the self-report data concerning the JL's feeling/thinking after the during-lesson performance in (I), the most intriguing result I identified was each JL had come to discover his/her own short-term goal to improve AE. As the underlined parts in (I) presented, the difficulty in translating the pre-made L1 lines into English in the pre-lesson performance was indeed articulated by the JLs. Yet, the JL's unsuccessful first attempt to translate into English what "they truly wish to say" based on respective 'third place' perspectives devastated them, and, such evident a gap appeared to have left the JLs no choice but to recognize how vital it was to have the ability to match their intention and corresponding linguistic forms in English. In the JLs' short-term goals, while Student B and F prioritized "digesting the informed linguistic expressions" Student A and E pointed out that in order to genuinely become able to adapt the expressions to what are intended to be told they would eventually need "beyond the formulaic expressions" involving the AE vocabulary/grammar.[160]

I believe the result above may provide further evidence to support Ishihara's view; the importance of the pragmatic match and the complexity to instruct/assess learners' adequate pragmatic awareness and appropriate language production.[161] Moreover, the fact that the introduced pedagogy in this dissertation set ELF as the target language and incorporated instruction/assessment procedures to help the JLs foster their respective 'third place' perspectives (adapted from the Liddicoat et al.'s model, 2003) may have possibly helped the JLs discover the importance of the match by themselves and motivated them to improve their AE ability from a new perspective.

158 The Jls were allowed to go back to the given materials in translating the L1 scripts.

159 At this point, identifying what were factors in leading each JL to produce respective L2 translation cannot be determined; factors may involve the JLs' proficiency levels, experience of the studying/living abroad, the work environment they are currently situated in, personalities, etc.

160 At this point, identifying what were factors in leading each JL to produce respective L2 translation cannot be determined; factors may involve the JLs' proficiency levels, experience of the studying/living abroad, the work environment they are currently situated in, personalities, etc.

161 Ishihara considers this prerequisite for learners who intend to become a member of the English language community today (discussed in Chapter IV).

Before I move on to the finding (III), I would like to present some results in the self-report data concerning the pedagogy as a whole/the QAR. In the interview, all the JLs were in favor of the pedagogy as a whole; they used the terms either/both "fun[162]" or "interesting[163]", as well as "difficult[164]" or "challenging[165]."[166] In the follow-up mail correspondence, the JLs were asked to evaluate the teacher-researcher/the QAR. Student A and B rated highly the teacher-researcher's teaching techniques concerning the speed of proceeding with the lesson, the clarity in instructing on each activity and explaining the relevant responses, to the questions. Student E stressed she wanted more of the teacher-researcher's involvement in the discussion. Student F also noted how professional the teacher-researcher was in terms of how the project/research was conducted systematically and delivered; how the latest view on the English language was integrated in the pedagogy. He concluded the most beneficial part was I was intellectually stimulated by the lesson.

The supervisor has reported (Section 3) that the participation in the QAR had given her a chance to reflect upon her own perspectives towards English language today; she noted such pedagogy could be one of the pedagogies needed in today's Japanese language education.[167] In the teacher-researcher's final report (Section 4), I mentioned having been involved in the QAR, including the various interactions with the JLs in the lesson and also with the supervisor throughout the QAR; I had valuable opportunities to reflect on my 'third place' perspectives personally. Also, professionally, I expressed how I truly felt that the pedagogy could produce a synergic effect for the JLs as well as for the teacher-researcher/the supervisor in finding respective 'third place' perspectives.

(III) Positive effects of embedded interactions and their theoretical interpretations

I am fully aware that the results are susceptible to various interpretations and much research must be done before anything definite can be said. Nonetheless, in order to

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162 The expression in Japanese was "楽しかった".

163 The expression in Japanese was "面白かった".

164 The expression in Japanese was "むつかしかった".

165 The expression in Japanese was "チャレンジできた・試された気分".

166 Students A and B pointed out, that due to the long intermission between the first meeting and the second/the lesson, it was hard to understand the connection between the two occasions. Student E commented on the teaching material, "it would be much easier to follow the pedagogy if, for example, the term of the material was consistent … if the term mobile phone was used in the beginning it should be repeatedly used throughout the material."

167 The supervisor has reported (Section 3) that inserting the instructional procedures regarding the concept of English as a common language in the pedagogy was surprising and stimulating as an English language teacher.

construct an apt pedagogical model for use in the language learning classroom in the current intercultural communication with relevant theoretical rationale, one of the approaches is to conduct the critical pragmatic research such as Ishihara's (2009a) which has involved a holistic approach intergrading the sociocultural theories into the conventional pragmatic-focused research built upon the psycholinguistic theories. Having taken the baton from Ishihara, in the pedagogy in the QAR, I have further added sociocultural perspectives by adapting the strength of the Liddicoat et al.'s model (2003) and setting the target language as ELF. Here, the roles of interactions are considered vital in both Ishihara's and Liddicoat et al.'s models so I believe it is meaningful to examine how the sociocultural theories can be applied interpreting the results of the interactions as a theoretical and empirical building block for further critical pragmatic research.

(E) The interactions' influence

(1) The interaction among the JLs through SCI activities in the procedure (a) and (e)

As described previously in the finding (I), the interactions among the JLs, have been more or less proved effective in engaging the JLs in the activities of comparing and exploring the various linguistic variations among different cultures concerning the giving/responding to compliments. Such positive results seem to confirm the crucial role of interaction in assuring active experimentation proposed by Liddicoat et al. (2003) as a process of learners' establishment of a respective 'third place' perspective. At the same time, although the effect of the collaborative interaction among pair/small group work among peer learners (regardless of their proficiency levels) grounded on Vygotsky's (1978) theory was discussed facilitative to learners' native speaker (NS) model pragmatic development[168] the evidence above may illustrate the theory could be applicable to the introduced pragmatic pedagogy; the interaction could assist the JLs experiment with the cross-cultural communications necessary for their critical pragmatic development.

(2) The type of interaction between teacher-JL(s) seen in the procedure (c), (g) and (i) in which the teacher facilitated as an information provider

As mentioned earlier in (I) and (II), the JLs received the explanations well and did not articulate any conflicting feelings for being beneficiaries of the information given by the

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168 Please refer to Appendix VII for the further description.

one-way style interaction.[169] This seems to coincide with the finding in the language socialization theory that the teacher-fronted structured interaction could be supportive for learners if the amount and quality were arranged properly.[170] Therefore, there seems to be a possibility that the teacher-fronted structure interaction could also be facilitative in the critical pragmatic pedagogy if the amount and quality was properly constructed.

Talking about Student A's during-lesson performance in translating her revised L1 line to English, regardless of my intention[171] the teacher-student(s) collaborative/scaffolding interaction grounded on Vygotsky's theory[172] happened to occur. And the interaction indeed yielded a positive outcome for Student A in finding the better match between her intention and the grammatically correct pragmalinguistic forms.[173] Therefore, as it happened, I found further evidence in the introduced pedagogy to support the effect of the theory in supporting learners to find better match between their intention and appropriate language production.

(3) The interaction involving the JLs and the teacher in group discussion applied for the procedures (b), (d), (f), (h) and (k-1); in (k-3) the JLs were asked to evaluate the three types of the interactions[174]

The results/analysis in (I) presented positive results, and the JLs' reflection during the interviews also verified all the JLs considered the interaction favorably. They all felt it was helpful in making them think deeper and stimulating to have listened to others' views and experiences. Student A, E and F used the specific expression "as adults[175]"; they said they felt good about themselves by being treated and respected as adults and also being able to contribute to the group. These positive results confirms the vital role of interaction for learners' reflection as a process of learners' establishment of respective 'third place' perspective discussed by Liddicoat et al. (2003). Simultaneously, the positive results could imply that the collaborative/scaffolding interaction among, in this case, peer learners as well as the teacher could be facilitative in acknowledging each JL's L1 status.

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169 One of the reasons must have been that the JLs are accustomed to the style of teaching at schools in Japan.

170 Please refer to Appendix VII for the further description.

171 As explained in Chapter 4, I tried to keep the JLs away from being confused by any instruction to emulate the AE pragmalinguistic forms.

172 This theory was employed in Ishihara's critical pragmatic model (2009a).

173 Please refer to the previously described underlined parts of Student A in (I)-(D).

174 In the initial assessment, in (k-3), the JLs' evaluation was not fully elicited. In fact, the JLs, except for Student E, did not seem to understand what I meant by "interactions." So, I decided to explain the three types of interactions to the JLs in the introductory phase of the second meeting/the interview while I went through the whole procedures to remind the JLs of the lesson they took some days ago.

175 It was expressed in Japanese as "大人として".

As far as the pedagogy as a whole is concerned, some students' comments concerning the positive features of the teacher-researcher's involvement might possibly show that the teacher-researcher's implicit and explicit interaction as a sort of socialization could be helpful in the learners' critical pragmatic development. Furthermore, regarding the role of the teacher, there have been some intriguing comments by the JLs; Student A noted she wanted to hear the teacher-researcher/me speak the English language more as she loved to listen to me speaking English; Student A, B and F stressed they wanted to know and listen to more about the teacher-researcher's views and opinions because she must have lots of cross-cultural communication experiences. These comments may illustrate the view in the language socialization theory to consider non-native speaker (NNS) teachers not 'unqualified' but 'role models' could be facilitative in the pedagogy in question. In fact such a view is what is valued in the post-critical pedagogies notions, which was noted by Liddicoat et al. (2003) as well as by some of the Japanese teachers/TESOL professionals in Japan. Thus, in the current pedagogy, NNS teachers could be the JLs' "role models" as ELF speakers and also as ones who possess social and cultural experience in the English language community today.

CHAPTER VI   DISCUSSION/CONCLUSION

The present qualitative action research (QAR) was conducted within instructional constraints and had many limitations. As mentioned previously, the QAR was a small-scale exploration involving a single lesson and focusing on four adult Japanese learners (JLs) of English as a lingua franca (ELF). Thus, findings based on the results/analysis cannot be generalized for a case dealing with a series of lessons for a long period of time and/or a wider population. Also, the JLs were all willing to learn the English language, which was not always the case at Japanese schools where a class consisted of a large number of students. The reliability could not be assured due to the long intermission between the first and second meetings[176] and also to the likely influence upon the JLs' emotional state of mind brought on by the unprecedented earthquake and concomitant issues in Japan prior to the lesson.[177] Regarding the validity, as I was involved in the QAR as a teacher-researcher, there might have been some biases in assessing the JLs. Under the circumstance, however, the supervisor's participation in the QAR, although she was not an on-the-spot observer, had a role in enhancing the validity. Moreover, the multiple-instrument data gathering approach[178] was effective in triangulating the data, which further assured the validity. Thus, despite the constraints/limitations, I believe the first cycle of the action research was more or less successful; the QAR has brought the practical ideas/suggestions to light in making modifications for better delivery of the next cycle of the action research as well as for more effective and suitable instruction/assessment procedures in constructing the critical pragmatic pedagogy for the JLs, and also assisted the involved teachers to grow personally and professionally.

As described previously, I have tailored the introduced critical pragmatic pedagogy to help the JLs take his/her first step to develop their critical pragmatic ability (which was explained in Chapter IV: Methodologies) to meet their needs "to speak and act in English from respective 'third place' perspectives in intercultural communication (clarified in Chapter II: Context). In tailoring the instruction/assessment procedures in the introduced pedagogy, I was inspired by the strengths I identified in the two pedagogical models proposed for language learning classroom uses (discussed in Chapter III:

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176 Please refer to Appendix XV for the QAR schedule.

177 The earthquake occurred on March 11, 2011.

178 The data included the observable and the unobservable, the oral and the written, and the self-report data consisting of the interview   and the follow-up mail correspondence; the interview was not able to video-recorded as the JLs refused to be video-recorded individually.

Literature review). Each model was formed on respective theoretical discussion in response to the need to construct apt pedagogical model(s) based on the post-critical pedagogies notions; language learners should look for a mutual base called "a third place" in people's values and attitudes in communications, also, each learner's non-native speaker (NNS) status[179] should be considered a part of his/her status within the target language speech community (explained in Chapter I: Introduction).

First of all, to construct an apt pedagogy for the JLs of ELF with relevant theoretical and empirical rationale, I have exploited the critical pragmatic pedagogical model by Ishihara (2009) because of its strength in its theoretical empirical backing and of Ishihara's view to consider a learner's ability to match between his/her intentions and their language production prerequisite for learners of the English language today. Ishihara has based her model on the conventional pragmatic-focused interventional pedagogy in the field of the second language acquisition (SLA), which was initially built merely on the psycholinguistic theories. And she further advanced the model to be fitting with the post-critical pedagogies notions by separating the instruction/assessment procedures for learners' range of pragmatic awareness and their linguistic production; also, in response to the need for the holistic theoretical approach in the pragmatics she applied one of the sociocultural theories (a sociocognitive theory, the Vygotsky's teacher-student(s) collaborative/scaffolding interaction theory, 1978) to the pragmatic-focused pedagogical model.

The QAR's findings (analyzed in Chapter V) have revealed that the instruction/assessment procedures in the practice stage relied on the psycholinguistic theories in the introduced models to help each JL process/digest the input (the pragmalinguistic forms including the lingua franca skills) in one variety of English (in this case the American English/AE) were not fully exercised. These procedures therefore need to be reconsidered in terms of assuring the sufficient time for processing/digestion[180] and for selecting/combining learning manners including the supplemental material used as part of 'digestion.' The attempt I made to avoid any imposition of norms attached to the AE on the JLs seemed to have been successful in the QAR. Therefore, as long as such a condition is certain, the role-playing interaction

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179 This includes a learner's language(s), culture(s), knowledge, identities, attitudes and so on.

180 This matter is discussed by some researchers such as Ellis (2003) and Hassall (1997), please refer to Chapter III.

grounded on the psycholinguistic theories[181] could be considered one of the learning manners.

In order to further tailor the Ishihara's model (2009a) specifically for the JLs of ELF, I have exploited the strength of the discussion by Liddicoat et al. (2003) concerning the necessary features in fostering a learner's 'third place' perspectives to build his/her identity in the intercultural communication[182] (deriving from the cultural studies that have appeared since 1990s in response to the critical pedagogy movement). I adapted the features by employing the scripted consecutive interpreting (SCI) activities as parts of the instruction/assessment procedures to provide the JLs opportunities to experiment with cross-cultural communications in English as a common language and by inserting the procedures to give the JLs chances to reflect on their perception changes.

The QAR has highlighted regardless of the JLs' individual differences[183] each JL has taken his/her own route and found respective 'third place' perspectives within the relatively short period of time. Consequently, the JLs could envision the long-term goal to become intercultural ELF speakers someday. It is not possible to claim anything definite, as I am aware that learners' perceptions were not always stable and/or lasting. Nevertheless, I believe the exploited strength of the features illuminated by Liddicoat et al. (2003) was well reflected in the introduced pedagogy to produce some effect in helping the JLs find respective 'third place' perspectives. Moreover, the positive effects of the SCI activities indicate such activities could be a practical choice in helping JLs develop their part of the critical pragmatic ability in the FL learning context in Japan where not many opportunities are available for JLs to communicate with people of different backgrounds in English as a common language. Additionally, the used material in the SCI activities seemed to have sufficed for the condition "adult learners should feel both challenged and satisfied" (Doyon, 2003). In addition, how to find authentic material for the scripts, such as through the use of the internet, should be further explored.[184]

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181 The theories refer to, for instance, Long's interaction hypothesis (1996).

182 Yet, the proposed model for language learning in the classroom lacks theoretical and empirical rationale; its application of extant theories in the field of SLA is lopsided, and, to my knowledge, the model has proved to be facilitative in helping learners become aware of the norms of the target language by experimenting being a native speaker hypothetically but not in the fostering of each learner's 'third place' perspective and in assisting his/her linguistic development.

183 As explained in the chapter IV, the differences include the JLs' proficiency levels in the English language (such as TOEIC, TOEFL, STEP), whether they had experience of studying/living abroad, their respective life experiences/the current situations and their personalities.

184 As warned elsewhere (e.g. Cohen and Ishihara, 2010) the internet-based material may have to be selected in terms of appropriate content/topics/interests and be modified according to the learners' proficiency/pragmatic levels and needs concerned.

The instruction/assessment procedures in the action stage/during-lesson performances were unique to the present pedagogy beyond the two pedagogies. Little development was recognized in the JLs' ability to "actually speak in English from the emergent 'third place' perspectives" through the given procedures. Both the instructions and assessments therefore need to be reexamined. For instance, as long as JLs do not feel AE norms are imposed, the teacher-student(s) collaborative/scaffolding interaction as an instructional instrument (grounded on the Vygotsky's theory, 1978)[185] could be integrated in the procedures. Additionally, the assessment should be developed to include how much a JL has digested the input,[186] how much a JL has modified the digested forms to express his/her intention, how much a JL created his/her expression to match the intention beyond the input, etc.

As illustrated in the previous chapter, as the result of experience through the pedagogy, each JL has come to recognize the significance of the pragmatic match between their intention and their production knowledge/skills in AE and come up with a respective short-term goal by themselves to improve their pragmatic match. Such a result has important implications to inspect the pedagogy comprehensively:

(1) The JLs' awareness of the ELF characteristics was clearer at the end. Thus, if I could refer to the finding in the conventional pragmatic-focused research (Rose and Ng, 2001), the ELF explicit explanation could be more facilitative if it was inserted after the during-lesson performance than it was after the SCI activities at the beginning of the pedagogy[187];

(2) As suggested by one of the participant JLs (Student F), a SCI activity using the proofread scripts as the post-lesson performance may be beneficial. The JLs may not only end the lesson with positive feelings but also be offered an opportunity to 'digest' the grammatically/pragmatically correct forms they intended to express based on respective 'third place' perspectives. They could take the proofread scripts home and spend time on further digesting the forms;

3) Importantly, how to implement measures to construct the instruction/assessment procedures in the pedagogy to bridge the gap between each JL's self-realized short-term

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185 No written or oral data from the JLs had shown traces of being imposed on any norms of the AE in the QAR. The QAR has produced further evidence to support the application of the teacher-student(s) collaborative/scaffolding interaction in helping a JL to find the match between her intention and its pragmalinguistic form (illustrated in Chapter V Results/Analysis).

186 As explained in Chapter V, this is pertinent to the instruction/assessment procedures in the practice stage focusing on the JLs' digestion of the introduced pragmalinguistic forms).

187 Rose and Ng (2001) exhibited some evidence that the explanation of the information should be inserted after learners succeed in noticing the information themselves through activities referred to in Schmidt's noticing hypotheses (1993; 1995) (explained in Chapter IV).

goal and his/her long-term vision is critical. The implications (1) and (2) above could be further explored as part of the measures.

Lastly, the attempt to interpret the effects of the embedded interactions in the theoretical framework has generated much discussion. While the analysis of the effects has confirmed the crucial role of the active experimentation and reflection emphasized by Liddicoat at al. (2003), the analysis also implied that both the psycholinguistic and sociocultural theories in the pragmatics in SLA could be extended to apply to the introduced critical pragmatic pedagogy.

As mentioned earlier, the QAR has indicated the role-play interaction based on the psycholinguistic theory (Long, 1996) and the teacher-student collaborative/scaffolding interaction (Vygotsky, 1978) may be applicable for the pedagogy as an instructional instrument to acquire the necessary pragmalinguistic forms.

Also, the QAR has shown a possibility that the sociocultural theories which concern interactions as a tool as well as competency in its own right, (both the sociocognitive and the language socialization theories) could be extended to apply to the introduced pedagogy in developing part of the critical pragmatic ability. The collaborative interaction among peers could be useful in helping JLs become aware of linguistic and cultural features necessary for cross-cultural communication in ELF. The collaborative interaction among both teacher(s) and JL(s) could be facilitative in encouraging him/her to reflect on respective perception changes and to discover respective 'third place' perspectives as ELF speakers. The teacher-fronted interaction could indeed be supportive in the introduced pedagogy if both the amount and quality was properly arranged.

Furthermore, the present pedagogy involving the various interactions could function as a language/culture socializing process for JLs to acquire the necessary pragmalinguistic forms and for all who are involved (JLs and teachers) to nurture respective 'third place' perspectives. In other words, each competency to interact with people of various background (whether NNSs or NSs) could be enhanced to some extent. NNS teachers could be "role models" in the process of socialization. What's more, JLs and teachers could produce a synergic effect in activating the socialization process.

As the journey to find apt pedagogies for the Japanese adult learners of English as a

lingua franca with relevant theoretical rationale has just begun, there is little current knowledge of what paths JLs of ELF take in developing their critical pragmatic ability by the instruction/assessment pedagogy in the language learning classrooms, and how such ability grows and changes over time. Therefore, research must continue to be conducted, and the instruction/assessment procedures should be under constant examination. However, in my opinion, the QAR at least made a step in the right direction on the journey; the results/analysis demonstrated a modest example that the introduced critical pragmatic pedagogy has the potential in helping the JLs of ELF make his/her first step to develop their critical pragmatic competence.

In addition, the QAR has contributed in its way to the lack of research pointed out by both lines to theoretical discussion for the respective models, the Ishihara's critical pragmatic model (2009a) and the Liddicoat et al.'s intercultural language learning model (2003). The QAR has contributed to the need to explore the holistic theoretical approach in the field of pragmatics by exploring the sociocultural perspectives applicable to the introduced pedagogy and confirmed the difficulty and the importance to instruct/assess learners' pragmatic match. Simultaneously, the QAR has made a contribution to the need to conduct language-specific research in a particular sociocultural context which was called for by Liddicoat et al.

In order to find the apt pedagogies suitable for specific Japanese students in specific teaching/learning contexts in the present intercultural communication, I believe all the "stakeholders"[188] in the English language education in Japan need to remain abreast of constant changes taking place globally as well as locally. Also, while teachers need to have their own beliefs rooted in their own learning and teaching experience they need to work in collaboration and stimulate one another in professional and/or personal development. I hope the examination of the introduced pedagogy as the first cycle of the action research will provide the "stakeholders" as well as TESOL professionals around the world information and/or implications relevant to their interests.

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188 As described in Chapter II, the 'stakeholders' ,as Stewart (2009) calls it, refer to the government, economic and political councils for the government, TESOL professionals in Japan, school teachers, school students (and their parents), material developers and adult Japanese learners, etc.

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Appendix I

Five Characteristics of International Communicative Competence in ELF
(Nunn, 2007)

Global	Holistic, interlocking, inclusive.
Partial	No individuals or local communities can possess holistic competence totally.
Compensatory	Strengths compensate for weaknesses.
Adaptive	Competence depends on adaptive ability. Strategic skills of adaptation are not optional. A locally owned variety must always be adapted for international use. Notions such as tolerance, open-mindedness, broadmindedness are all related to the notion of competence that is based on adaptive ability, not origin.
Creative	Second language users have the right to and need to use English creatively.

Appendix II

The rationale for the cyclical model by Liddicoat (2002):

As with all language acquisition, acquisition of culture through language begins with input. For any acquisition to take place, however, particular elements of the input have to be noticed (Schmidt, 1993). Once noticed the input is available for reflection and experimentation. It is important for the student who has noticed a difference in the input to reflect on the nature of the difference and to decide how to respond to that difference; that is, how far the learner will modify his/her practices to accommodate this new input. This decision is then introduced into the learner's communicative system and leads to output in the language using a modified set of norms. This initial modification is not, however, the final stage as the output itself provides opportunities for new noticing (Swain, 1985). This noticing may be a positive or negative evaluation of the new modified practices by the learner: the new practices may feel comfortable or uncomfortable, or it may be a noticing of a native speaker's response to the modified practices of the learner, which indicate that the modification has been either successful or unsuccessful. These noticings become the target of further reflection, which again becomes realized in the output of the student, and so in a continuous cycle of acquisition. (Liddicoat et al., 2003: 20)

Appendix III

The explanation of the Liddicoat et al. (2003) model's instructional procedures; recommended tasks/activities to be applied in the procedure are also included. The underlined are the parts of the procedures where interactions are embedded.

Awareness-raising: The awareness-raising stage is where the learners are introduced to new input about language and culture. New input should be introduced <u>through participative tasks</u> which encourage the learner to compare the new culture with their own practices and language use.

Ideally learners should have an opportunity to notice differences between the new input and their own culture,<u> with the teacher supporting them in noticing differences</u>. Schmidt (1993) has made the argument that language learning happens most readily when students themselves notice things about the language, and this applied equally to language and culture learning (Liddicoat & Crozet, 2001). It is especially important that students have <u>the opportunity to think about and talk about what they notice</u>, either in their first language or, if their proficiency is adequate, in the second language.

Students' noticings should be followed up wherever possible **with an explanation** of the function of particular actions in the target language to assist them in developing an explanatory framework for understanding what the speaker is doing.

For awareness raising, authentic video materials are particularly useful, as are cartoons and stories.

Experimentation: This stage allows students to begin working with their new knowledge and trying out native speakers' ways of acting and speaking. This involves short, supported communicative tasks which practice elements of the new knowledge and help to build towards overall learning for a new speech situation.

Ideally experimentation should occur immediately after awareness-raising to help fix their newly noticed knowledge through experiential learning.

Production: In this stage students put together the elements they have been trying out in the experimentation phase and integrate the information they have acquired in actual language use. The best way to achieve this is through involvement in a focused language task. For spoken language this can be done<u> through role-plays, preferably unscripted role plays</u> if the students are at a stage to be able to do these. In the role-plays they will need to act out the cultural and linguistic information that they have been practicing. In essence, they try out being a native speaker of the language. The aim is for them<u> to experience culturally different ways of interacting.</u> In part this involves <u>the students in experiencing the impact of using a different set of cultural rules on their identity and experiencing the comfort or discomfort this can bring</u>.

Feedback: This is an important part of the activity and involves reflecting on the experience of acting like a native speaker in the production phase. During this phase <u>the student discusses with the teacher</u> how he/she felt about speaking and acting in a particular way. <u>This allows the teacher to comment on the language use of the student, but also allows the student to express how he/she felt.</u> Some aspects of using a new language and culture are difficult or uncomfortable, others can be liberating. In the feedback it is important to recognize the positives and negatives students express and to acknowledge the validity of these feelings. <u>The feedback should allow the student to work towards discovering a 'third place': a place of comfort between their first language and culture and their second</u>.

Appendix IV
The list of the interventional studies (Kasper and Rose, 2002):
(The underlined studies are related to the present research)

Pragmatic feature	Interventional studies
Discourse markers and strategies	House and Kasper (1981a), Yoshimi (2001)
Pragmatic routines	Wildner-Bassett (1984, 1986, 1994), Tateyama et al. (1997), Tateyama (2001)
Pragmatic fluency	House (1996)
Implicatures	Bouton (1994), Kubota (1995)
Sociostylistic variation	Lyster (1994)
Interactional norms	Liddicoat and Crozet (2001)
Hedges in academic writing	Wishnoff (2000)
Sociopragmatics in requesting	Fukuya et al. (1998)
Mitigators in requesting	Fukukya (1998), Fukuya and Clark (2001), Safont (2001, 2003)
Politeness/indirectness in Requesting	LoCastro (1997), Salazar (2003)
Compliments	Billmyer (1990), Rose and Ng Kwai-fun (2001)
Requests	Safont and Alcón (2000), Safont (2001), Takahashi (2001) Fukuya and Zhang (2002)
Apologies	Olshtain and Cohen (1990)
Complaints	Morrow (1995), Shaw and Trosborg (2000)
Refusals	Morrow (1995)

Appendix V

The major findings of the interventional studies built upon the psycholinguistic theories (related theories are put in brackets):

a)　　It is necessary to confirm the input has been noticed regarding both the pragmalinguistic and the sociopragmatic information, but also the relationship between them which are understood by learners [Schmidt's noticing hypothesis (1995) which emphasized the importance of both 'noticing' and 'understanding'][189] (Rose and Kasper, 2001);

b)　　Particularly in FL contexts which are mostly homogeneous, the use of L1 is accommodating for learners to make the sociopragmatic norms pertaining to their pragmalinguistic manifestations in L2 accessible. This is accomplished by establishing comparisons between learners' mother tongue and the L2 [Krashen's comprehensible input (1985); Schmidt's noticing hypothesis (1993)] (Rose and Kasper, 2001; Rose and Ng, 2001)[190];

c)　　It is essential to provide learners outputting opportunities of the pragmalinguistic forms in terms of three functions (1) the noticing function, (2) the hypothesis-testing function and (3) the metapragmatic function [Swain's three functions (1995[191]] (Takahashi, 2001);

d)　　The explanation of the information regarding the relationship between the sociopragmatic norms and their pragmalinguistic forms should be inserted after learners triumph to notice the information themselves through activities [Schmidt's noticing hypotheses (1993; 1995)] (Rose and Ng, 2001);

e)　　For adult learners who already possess pragmatic ability in their L1 and do not have to understand the pragmatics conceptually, it is imperative to provide sufficient time to process the input (Ellis, 2003) and help them 'control' the input knowledge (Hassall, 1997; Koike, 1989) [Gass's learners' conversion of ambient speech (1988); Bialystok's two-dimensional model of L2 proficiency development (1993, 1994)][192];

f)　　In relation to 'control', "negotiation of meaning" which occurs during learners' interaction is facilitative [Long's interaction hypothesis (1996)]; indeed, interaction help learners notice information and to control what has been informed [Long's interaction hypothesis (1996) is said to integrate the noticing hypothesis (Schmidt, 1993) and the output hypothesis (Swain, 1985, 1995) (Rose & Kasper, 2001)];

g)　　Moreover, concerning interactions through communicative activities, learners' proficiency level and/or their ability to produce pragmalinguistic forms matching their sociopragmatic norms should be considered; input should be comprehensible for learners and output should be arranged to a level learners are developmentally ready ([Krashen's comprehensible input (1985); Swain's comprehensible output (1995); Pienmann's learnability hypothesis (1985) (Sato, 2008; Nobuyoshi and Ellis, 1993); therefore, formulaic /chunk learning and deploying memorized phrases/sequences are helpful for learners to acquire

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189 Schmidt (1995) distinguishes 'noticing' from 'understanding'. 'Noticing' refers to the 'conscious registration of the occurrence of some event', whereas 'understanding' 'implies the recognition of some general principle, rule, or pattern.

190 The discussion of the use of L1 in the field of SLA has exhibited various advantages if they are applied properly ; it motivate students to learn; it increases the comprehensibility of input; it encourages peer teaching; it prevents pragmatic failure on the part of learners (Critchley, 2002).

191 The three functions were (1) the noticing function; (2) the hypothesis-testing function and (3) the metalinguistic function are valid (Swain, 1995).

192 Bialystok's model consists of two types of dimensions, which refer to analysis of knowledge and control of processing (1993, 1994).

pragmalinguistic forms (Skehan, 1995; Kellem, 2009).

Appendix VI
List of research methods in interventional studies

Kasper (1999) lists nine ways of gathering pragmatics data:

1. Authentic Discourse data on individual extended speech events are collected in a natural setting by taking field notes, audio/videotaping, or both;

2. Elicited Conversation data are collected on conversations staged by the researcher to elicit certain discourse roles. Unlike role-plays, no social roles (different from the participants' actual roles) are imposed;

3. Role—play data are gathered on "simulations of communicative encounters, usually in dyads, based on role descriptions";

4. Written discourse completion test (DCT)/production Questionnaire data are collected using questionnaire items that describe a situation and gibe a short dialogue with one turn replaced by a blank line (usually requiring a specific, contextually constrained communicative act). The participants are then required to fill in the blank with what they would say in that situation;

5. Multiple-Choice data are gathered in a manner similar to production questionnaires, in that items describe a situation and gibe a short dialogue with one turn replaced by a bland line, but rather than requiring respondents to fill in the blank space, they are given a number of alternative possibilities to select from;

6. Scaled-response data are collected on how participants judge contextualized communicative acts with regard to appropriateness, politeness, etc. on the one hand, or on the other hand, how they judge the relative values of the contextual variables like participants' relative power and social distance, or the degree of imposition implied in a particular speech event. Scaled response instruments typically take the form of rating scales (especially Likert of semantic differential scales);

7. Interview data are gathered on a particular type of question-and-answer speech event that may be pre-structured, but inevitably becomes interactive, often going in directions the researcher may not have expected;

8. Diary data are structured entirely by the participants in terms of the content, organization, timing, etc. of the diary entries, that is, they are not controlled in any way by pre-designed tasks, response formats, or types of social interactions.

9. Think Aloud Protocol data are gathered on descriptions given by participants of their thought processes while performing a particular or set of tasks.

Appendix VII
The major findings of the observational studies built upon the sociocultural theories:

Speech accommodation theory
One of the first theoretical discussions relevant to the SLA theory was to identify learning as occurring when a learner converges toward the NS's speech in order to achieve certain communicative effects or gain social approval from the NS (Beebe and Giles, 1984). These concepts have been applied in a few ILP research. Some research findings have revealed that some adult learners "maximal convergence"[193] does not appear realistic as they are likely to have two contrasting needs: the need to become proficient in L2 versus the need to mark their own L1 identity/status (Jung, 2001);

Sociocognitive theory
Representatively from the sociocognitive theory, The Zone of Proximal Development by Vygotsky (1978) stated, in order to assist learners' performance, a more competent interactional partner (whether teacher and/or peer student) was required. And interactions (collaborative/scaffolding activities) were seen as an influential force of L2 use and development.[194] In the ILP research, there seems to be two main research findings. One is that although in the initial observation, pair and/or small group work involving collaborative/scaffolding interaction are helpful only for less proficient learners, yet, some research findings have illustrated that even through interaction among peer learners regardless of their proficiency levels was facilitative (Ohta & Donato, 1994).
The second is, originally, learning opportunities in the teacher-fronted/ Initiation-Response-Follow-up (IRF) structured classroom was considered unable to provide sufficient interaction. However, some findings have proved the same teacher-fronted exchange structure could indeed be supportive (Hall, 1998). In other words, what is important are both the amount and quality of arranged interaction, not the structure itself (Hall, 1998; Antón, 1999);

Language socialization theory
As for adult learners, some researches (Poole, 1992; Lim, 1996; He 1997) have shown that teachers' implicit or explicit socialization through interaction with learners and/or teachers' commentary on learner's performance in interviews could be helpful in learners' pragmatic development. Moreover, regarding the role of the teacher, teachers do not need to be natives of TL in order to be the facilitative interactional partner; what is required is NNS teachers' experience of socialization to L2 pragmatic practices, so they are in the knowledge of L2 and its culture (Kasper, 2001).

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193 According to Giles (1979), "maximal convergence" refers to learners' complete approximation to the NS model.

194 Kasper (2001) mentions that there have been some followers who have discussed the Vygotsky's notions regarding differential types of participation and apprenticeship, sometimes called Neo-Vygotskyan (e.g. Lave & Wenger, 1991; Rogoff, 1995).

Appendix VIII
Table 1 Instructional Sequence and Assessment (Ishihara, 2009a)

		Instruction/assessment	Brief description and purpose of the instruments
	a	Initial reactions to language use in content	Learners' observation of the use of Hong Kong English based on Rose's (1990) episode. Assessment of learners' awareness of pragmatic variation and possibility of negative pragmatic transfer.
	b	Production of written request discourses	Written dialogues elicited from learners through multiple-rejoinder DCT. Assessment of learners' pragmatic production.
	c	Learners' data collection in authentic L1/L2 discourse	Assignment for learners to collect naturally occurring request dialogues in L1 Japanese or L2 English. Facilitation of learners' noticing (Schmidt, 2001) of the language of request in the given context.
	d	Learners" reflections on language use in context	In-class instruction on request mitigators (adapted from Yates, 2003) and learners' written reflections on learning pragmatics. Assessment of learners' pragmatic awareness about the context-language relationship.
	e	Learners' analysis of context-language relationship	Learners' analysis of the relationship between contextual factors and the language of request based on the learner-collected data (c). Assessment of learners' noticing and understanding of the context-language relationship.
	f	Pragmalinguistic development and assessment	In-class instruction and quiz on request strategies (supportive moves) and key expressions. Assessment of learners' pragmalinguistic control.
	g	Learners' self-revising. role-playing, and refining request discourses	Self-improvement of the previously completed multiple-rejoinder DCT dialogues (b), and scaffolded and unscaffolded role-plays using the same scenarios.
	h	Learners' self-evaluation of written request discourse	Learners' self-reflection on their own language production (g) with guiding prompts. Assessment of learners' pragmatic (1) awareness of directness, politeness, and formality in context; and (2) awareness of speaker's intention and listener's interpretation; and (3) pragmatic productive skills.
	i	Teacher's assessment of written request discourses	Teacher's assessment of learner's written dialogues produced without scaffolding (g). Assessment of (1) directness, politeness, and formality in context; (2) choice and use of supportive moves; and (3) overall pragmatics-focused comprehensibility.
	j	Teacher-learner collaborated assessment of intension-interpretation match	Elicitation of learners' requests and intension in making those requests. Learners' and teacher's collaborative assessment of the match between the speaker's intent and the listener's most likely interpretation. Assessment of learner's pragmalinguistic control, awareness of community norms, and awareness of speaker's intention and listener's interpretation.

Table 2   The criteria to reflect/assess the pragmatic variability (Ishihara, 2009a)

Teacher's Feedback to Learner Reflection (d)

	Areas of assessment	Teacher's feedback
A	[Awareness of linguistic variations in context (e.g., relative status, distance, and imposition)]	
B	[Awareness of linguistic variations according to speaker and listener's age, gender, culture, regional/ethnic affiliation, and educational background]	
C	[Awareness of (newly-learned) linguistic details (e.g., grammar and word choice)]	
D	[Awareness of speaker's intention and listener's interpretation]	
	Overall Assessment	Excellent Good Needs more work

Appendix IX

Baseline data 2 (Preliminary-lesson performance): a conversation with teacher-researcher* (Language medium: English)						
	Group 1		Group 2			
	Student		Student			
	A	B	C	D	E	F
Grammatical features (grammer/vocablary)	Unable to measure	Use of memorized phrases and simple words	Use of words and memorized phrases	Use of sentences using a conjunction such as "but" (G2 U27)	Use of memorized phrases and simple sentences	Use of memorized phrases, simple sentences (a correct use of past tense "she bought it" (G2 U10), wrong use of plural "they are fine" for the question "how is your brother?"(G2 U4)
Discourse features						
Greeting (Is it successful?)	Not successful; but exhibiting various non-verbal cues to show his confusion	Pretty successful using memorized phrases	Pretty successful using memorized phrases; correcting the teacher-researcher's	Successful expressing her current condition in her own words (G2 U76)	Pretty successful using memorized phrases	Pretty successful using memorized phrases
Responses to compliment (Is it successful? If so, is it acceptance, mitigation, no response, etc.?	Not successful (no verbal response), but exhibiting various non-verbal cues to show his confusion	Fairly successful; showing immediate response (acceptance) by "thank you" (G1 U21**); returning a compliment to the teacher-reseracher (mitigation) (G1 U19)	Fairly successful; responding by nodding (non-verbal acceptance)	Fairly successful; respnding by back-chanelling "oh"(acceptance) (G2 U29); unable to give further information	Fairly successful; responing immediately to the teacher-researcher's mistake and correcting that it was a dress she was wearing not a shirt (acceptance) (G2 U16)	Fairly successful; responding immediately by giving further information (mitigation; shifting credit) (G2 U6)
Strategic features						
Strategic verbal skills (back-chanelling, discourse markers, etc.)	None	Back chanelling	Filling pauses by "Ah..." in L1	Back chanelling	Filling pauses by "Ah..." in L1	Filling pauses by "Ah..." in L1
Strategic non-verbal skills (eye/face/body movements/expressions)	A lot	A lot	Some	Some	Some	A lot
Social/cultural linguistic features (global/local/ones in common?)	Unable to measure					
Cooperativeness?	Yes	Yes	Yes	Yes	Yes	Yes
Any gradation of politeness?	None	None	None	Some politeness by adding "a little bit tired" before saying "I am	None	None
Set sentences to clarify/confirm comprehention/production	Unable to measure					
Overall verbal features (pronunciation, volume, tone, speed, etc.)	Unable to measure	Pronunciation seems rather flat but volume/tone of the voice is relevant	Seems relevant enough but subdued compared to her ususal talkativeness in a L1context	Seems relevent while talking something she is used to talking, but not as good when it comes to "improvising"	Seems relevant yet the volume of her voice is small which conincides with her voice in L1	Pronunciation seems rather flat but volume/tone of the voice is relevant; she seems cheerful regardless of the language she uses
Overall non-verbal features (eye/face/body movements, expressions, etc.)	Lots of facial expressions and body movements; frequet laughs to avoid silence	Steady eye-contact, natual facial expressions and body movements along with the utterances	Steady eye-contact, some facial expressions, many noddings as back chanelling	Steady eye-contact, some facial expressions, some body movements to respond to the teacher-researcher's questions	Some eye-contact, not much facial expressions (some smiling faces) but natual body movements responding to the teacher-researcher's utterances	Lots of laughs and facial expressions, natual body movements responding to the teacher-researcher's utterances
Overall comment on L2 pragmatic comprehention & production	Seems to comprehen what is being asked but unable to produce words/phrases	Able to comprehend the input and produce mememorized greeting/thanking routines	Able to comprehend the input and produce simple words/phrases and some mememorized greeting routines	Able to comprehend the imput and produce relevant mememorized greeting/thanking routines	Able to comprehnd the imput and produce relevant mememorized greeting/thanking routines and simple sentences	Able to comprehend the imput and produce relevant mememorized greeting/thanking routines and simple senteces
Level	Novice-mid	Novice-high	Intermediate-low	Intermediate-mid	Intermediate-mid	Intermediate-mid

The level assessment above has been conducted as a relative measure for the specific conversation/pre-lesson performance. I refer to the classification used by OPI (Oral Proficiency Interview) by ACTFL (American Council on Teaching Foreign Languages).
* Preliminary performance is a responsive assessment task which in this case includes a limited level of very short conversation such as standard greeting and compliment and compliment response (Brown 2004).
**Utterances number (e.g., G1 U5: Group1 Utternace number 5) conincides with the numbers in the transcribed conversation /preliminary performance. (Please contact the author for the trascription.)

Appendix X

Table 1 Instruction/Assessment Procedure (SHIBATA HORI, 2011)

Stages		Instruction/assessment	Brief description and purpose of the instruments
Awareness-raising and Experimentation	(a)	Initial "scripted consecutive interpreting" (SCI) of a cross-cultural encounter regarding giving and responding to compliments as part of a greeting (CRG) (As pre-lesson performance)	(a-1) The JLs' role-playing of lines of the CRG script in L1. (a-2) The JLs' pre-lesson performance by SCI (written) / the JLs' pragmalinguistic production. Raising the JLs' awareness of linguistic and cultural features involved in the cross-cultural CRG. Assessment of the pragmalinguistic ability.
	(b)	Group (including the teacher) /pair discussion/reflection on the experience of (a)	(b-1) The JLs are encouraged to talk about the experience of the SCI. (b-2) The JLs are encouraged to talk about the content of the script (who are the participants of the CRG; the role of giving and responding to compliments, characteristics of note concerning the English language used as a common language), linguistic and cultural features such as topics/terms, "basic lingua franca skills," etc. (b-3) If the JLs mention anything about any of the characteristics of ELF (Global, Partial, Compensatory, Adaptive and Creative), they are asked to explore the reasons why. Stimulating (not forcing) the JLs to become aware of the features unique to ELF.
	(c)	Explicit explanation of ELF (Teacher as a information provider)	In-class instruction on ELF. The JLs are informed with the up-to-date views on ELF and welcomed to discuss and/or ask questions concerning the matter.
	(d)	Discussion (including the teacher)/ reflections on each JL's feelings/perceptions and thinking (I)	(d-1) The JLs' are encouraged discussing and articulating how they feel about ELF; if each JL recognizes any changes of his/her perceptions; they are asked to explain those perceptions. (d-2) After experiencing (a), (b) and (c), the JLs are asked to write down how they feel about ELF, how their perceptions have been influenced by the experience, what they think about using English, etc. The first occasion for the JLs to clearly articulate/record their status-quo -- one's own feelings, perceptions and thinking.
	(e)	SCI of CRG in one variety of English between people from different cultural backgrounds	(e-1) The JLs' role-playing of lines in the various CRG scripts in L1. (e-2) The JLs are asked to try matching which CRG in L1 corresponds to CRG in L2. Providing the JLs opportunities to compare and explore various CRGs in English between people from different cultural backgrounds.
	(f)	Group (including the teacher)/pair discussion/reflection on the experience of (e)	(f-1) The JLs are encouraged to talk about the experience of the SCI. (f-2) The JLs are encouraged to talk about similarities and differences between the initial CRG and those CRG introduced in (e). (f-3) If the JLs notice any features concerning positive/negative pragmatic transfers, assist them to explore the features. The JLs are stimulated to become aware of the various CRGs deriving from the pragmatic variability such as

			speakers' culture, regional/ethnic affiliation, gender, etc. Hopefully, the JLs realize the need of pragmatic ability in one variety of English.
	(g)	Explicit explanation of the sociopragmatic features of one variety of English/American English(AE) (Teacher as a information provider)	In-class instruction on the sociopragmatic features of AE. The JLs are informed with the pragmatic features of AE and welcomed to articulate whether they feel (comfortable or uncomfortable) about the features and/or ask questions concerning the matter.
	(h)	Discussion (including the teacher)/ reflections on each JL's feelings/perceptions and thinking (II)	(h-1) The JLs' are encouraged discussing and articulating how they feel about ELF; if each JL recognizes any changes of his/her perceptions; they are asked to explain those perceptions. (h-2) After experiencing (e), (f) and (g), the JLs are asked to write down how they feel towards ELF, how their perceptions have been influenced by the experience, what they think about using English, etc. The second occasion for the JLs to clearly articulate/record their status-quo one's own feelings, perceptions and thinking.
	(i)	Practices to gain necessary pragmalinguistic forms in AE (Teacher as a information provider)	(i-1) The JLs are asked to reproduce (oral) and dictate given formulaic sentences/chunks in AE concerning CRG, confirmation/clarification, conversational management, etc.; if the given volumes of sentences are overwhelming for the JLs they are allowed to choose what they think they want to/need to gain as linguistic resource. (i-2) The JLs are given time to self-check how much of the sentences through quiz/drills of their choices they have memorized. The JLs are encouraged to concentrate on digesting the pragmalinguistic forms individually and collaboratively if they want to use supplementary handouts (drills/quiz).
Action	(j)	Creating a CRG script /self-revising the Japanese speaker's part in the initial CRG (as during-lesson performance)	(j-1) The JLs are asked to recall one's stance for English language as a common language (feelings/perceptions/thinking) and to create their own script/revising the initial CRG (if a JL feel not confident in creating the script) based upon the stance; first in L1 in order to express in the way he/she wishes; then in L2 (the JLs are encouraged to utilize the gained linguistic resources/hand outs and allowed to use dictionary. (j-2) Each JL is asked to play his/her role and a peer JL/teacher-researcher plays the other part in the created/revised script in L1 and have a discussion concerning the script (the content, the stance, etc.). (j-3) Each JL introduces a script in L2 and his/her stance the script was based upon (he/she plays his/her own role and a peer JL/teacher-researcher plays the other and discuss the match/gap between what the script has meant and what listeners/receivers has interpreted. The JLs are given an opportunity to express from respective 'third place' perspectives possibly utilizing the newly gained linguistic and cultural resource.

	(k)	Discussion (including the teacher)/ reflections on each JL's feelings/perceptions and thinking (III)	(k-1) The JLs' are encouraged discussing and articulating how they feel about ELF; if each JL recognizes any changes of his/her perceptions; they are asked to explain those perceptions. (k-2) After experiencing (j), the JLs are asked to write down how they feel towards ELF, how their perceptions have been influenced by the experience, what they think about using English, etc. The third occasion for the JLs to clearly articulate/record their status-quo -- one's own feelings, perceptions and thinking.
Feedback		The JLs feedback/evaluation	(k-3) The JLs are asked to reflect on the effects of various interactions incorporated in the lesson. (k-4) The JLs are asked to evaluate good/bad points concerning the introduced pedagogy and also in the lesson.

Table 2 Reflection sheet (SHIBATA HORI, 2011)

	Reflections on your own feelings/perceptions and thinking concerning English as a common language 共通語としての英語に関して 今どのように感じますか？何か英語に対する見方・考え方に変化はありましたか？
(I) (d-2)	
(II) (h-2)	
(III) (k-2)	

Appendix XI   Teaching material (some samples)

The instruction/assessment procedure (a) in Awareness-raising and Experimentation stage: the script used for the initial "scripted consecutive interpreting (SCI)" role-play in Japanese and for the following SCI in English/the original authentic cross-cultural conversation
(The procedures coincide with the ones described in Appendix X: the instruction/assessment of the procedure of the introduced model by Shibata.)

Giving compliments and responses to compliments as part of greeting (between colleagues)

Situation :   Two colleagues were on the same project before. They run into each other on the street and exchange greetings. One of them has a mobile phone in his right hand.

Participants :   A is a Japanese person called Ichiro with the mobile phone; B is a foreigner called Maria from Spain.

The script in Japanese (translated from English by author)			
A : Maria from Spain		B : Ichiro from Japan	
1	ああ！マリア！	1	
2		2	あ～！一郎！お元気ですか？
3	はい、おかげさまで元気です、あなたは？	3	
4		4	ありがとうございますーまあまあ元気にしています。それにしても偶然ですねー
5	そうですねー	5	
6		6	あー、その携帯なんかいいですねー！
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？すみませえん、今なんて？
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	あー、なるほど、そうですか。とってもすてきですよ、センスいいですねー
11	ほんと？そうでしょうか、、？	11	
12		12	そうですよ、ほんと、かっこいいですよ～　色もいいですね
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	19	
15		20	じゃ、また。

16	じゃ、！失礼します～さようなら	21	

The script in English			
A: **Ichiro from Japan**		**B:**	**Maria from Spain**
1	Hi ! Maria !	1	
2		2	Oh, hi! Ichiro, how are you?
3	Not bad really, how about you!	3	
4		4	Oh, I'm doing pretty good, thank you for asking. What a coincidence!
5	Really.	5	
6		6	Wow, your mobile phone looks fantastic!
7	Oh, this (laughter) Thanks, I just bought it last week at Big Camera…	7	
8		8	Uh , what was that?
9	Oh, excuse me, I said, I bought it last week.	9	
10		10	Oh, OK It looks great; you have a good taste…
11	Really? You think so?	11	
12		12	Yes, I do, it looks really good, I love the color, too.
13	Well, in fact, I sort of like it, too,,,	13	
14	See you soon, then? It was nice talking to you…	19	
15		20	Take care!
16	OK now, you too. Bye!	21	

The instruction/assessment procedure (c) in Awareness-raising and Experimentation stage: the explicit explanation of the five characteristics of English as a common language/lingua franca (Nunn, 2007)

グローバル英語に必要な能力：五つの要素 (interpreted from English by author)

Global グローバル	Holistic, interlocking, inclusive. 全体的・相互的・包括的 （オーガニック・常に変化するもので独立した確定的なものではない。）
Partial 部分的	No individuals or local communities can possess holistic competence totally. どんな人、地域コミュニティでも完全に習得できるものではない。
Compensatory 補充的（補い合うもの）	Strengths compensate for weaknesses. それぞれが、地域ごとが、お互いに補充し合う（補い合う）必要があるもの。
Adaptive 順応性・適応性を必要とする	Competence depends on adaptive ability. Strategic skills of adaptation are not optional. A locally owned variety must always be adapted for international use. Notions such as tolerance, open-mindedness, broadmindedness are all related to the notion of competence that is based on adaptive ability, not origin. 順応性・適応性を必要とする。 コミュニケーションに必要な様々なスキルが必要。ローカルで使用している英語（日本の場合、アメリカ・イギリス英語が主。カタカナとして日本語として使われているものもある）は常に共通語としての英語に順応させる必要がある。よって、相手に対する寛容な態度、オープンマインドなどが不可欠。
Creative クリエイティブ	Second language users have the right to and need to use English creatively. 英語を母国語としない人々は英語を"クリエイティブ"に使う権利と必要がある。

The instruction/assessment procedure (e) in Awareness-raising and Experimentation stage: the script used for the "scripted consecutive interpreting (SCI)" role-play in English between people from different cultural backgrounds

In the activity, the learners are asked which conversation in English belongs to which conversation in Japanese; the learners are notified (the teacher show them a list of the countries) that the countries vary including Brazil, Jordan, Korea, Venezuela, Senegal and Japan.

Sample conversations:

A: そのシャツいいねー B: えーだってこれ安いしー A: 私も太ったから。	A: Your shirt looks cool! B: Well, it was very chip! A: I gained weight recently.

A: そのシャツいいねー B: では　あげますよ。	A: Your shirt looks cool! B: You can have it!

A: そのシャツいいねー B: じゃあ、同じもの買ってあげるわ。	A: Your shirt looks cool! B: I can buy one like this for you.

A: そのシャツいいねー B: シャツがいいんじゃなくて私よ！	A: Your shirt looks cool! B: It's not the shirt but I!

A: そのシャツいいねー B: ううん、よくないよ。	A: Your shirt looks cool! B: No, it does not.

A: そのシャツいいねー B: ありがと、当たり前ジャン！	A: Your shirt looks cool! B: Thanks, are you kidding?

The instruction/assessment procedure (g) in Awareness-raising and Experimentation stage: the explicit explanation of the sociopragmatic features of one variety of English (the material are based on the teaching material used in Ishihara, 2010)

アメリカ英語のほめる・ほめられるアクションに関して / the sociopragmatic features of complimenting in American English

ほめることの役割 / Functions of compliments
◎ 人間関係・ネットワーク作り / Building ties/network
◎ ありがとう、さようならの代わりに / Replacing thanks/good-byes
◎ あいさつの一部・会話を持たせるため / Opening and sustaining conversation
◎ パフォーマンス・仕事ぶり等文字通りほめるとき / Evaluating performance/skills

ほめる対象 / Topics of compliments
◎ 見かけ・持ち物 / Appearance, possessions
◎ パフォーマンス・スキル・仕事ぶり / Performance, skills
◎ 性格について / Personality traits

ほめられた時の対処法 / STRATEGIES OF COMPLIMENT RESPONSES
◎ 承諾 / Accepting
▪ 感謝の意 / Appreciation Token -------29%
▪ コメントで受け入れ / Comment Acceptance ------7%
▪ さらにほめて返す / Praise Upgrade -----------0.4%

◎ かわす・否定 / Deflecting/Denying
▪ ほめられた対象に関して説明 / Comment History --------19%
▪ 他のことで紛らわす / Reassignment --------------3%
▪ スケールダウンする / Scale Down ----------------------4%
▪ 質問で返す / Question --------------------------5%
▪ 相手をほめて返す / Return -----------------------7%

◎ 反対する / Disagreement ------------------10%

◎ 何も言わない / No Acknowledgment ------------5%

The instruction/assessment procedure (i) in Practice stage: practices to gain necessary pragmalinguistic forms in American English

Some sample pragmalinguistic forms:

Dialogue 1 : At school	Dialogue 2: On the street
Kumi: How are you, Ms. Anderson? Ms. Anderson: I'm fine, thank you. And you? Kumi: I'm fine too. Thank you.	Kumi: Hi Paul. Paul: Hey, Kumi, how's it goin'? Kumi: Pretty good, thanks. How are you doing? Paul: I'm OK.

RESEARCH-BASED INFORMATION ABOUT ENGLISH GREETINGS

Greetings (%)		Questions (%)	
Hi	54	How are you	45
Hey	24	How (are) you/ya doing	36
Hello	11		
(Good) morning	9		
Answer forms (%)		Questions (%)	
(Pretty) good	60	How are you	53
Ok	20	How (are) you/ya doing	18
Literal answer	20	What's up	24

PRAGMALINGUISTIDCS OF COMPLIMENTING

◎ 5 most commonly used adjectives in compliments in American English
最もよくつかわれている形容詞
(Wolfson & Manes, 1980, also see Tatsuki & Nishizawa, 2005)

good
nice
pretty
beautiful
great

SYNTACTIC STRUCTURES OF COMPLIMENTS IN AMERICAN ENGLISH
Structures of the majority of American English Compliments (Manes & Wolfson, 1981)

最もよくつかわれている表現

Your blouse is (really) beautiful!	(Your/The+名詞+動詞+形容詞)
I (really) like/love your dress!	(I+動詞+your/the・名詞)
That's a (really) nice paper!	(That's+形容詞+名詞)
You have such beautiful hair!	(You have + such (a)形容詞+名詞)
What a lovely baby you have!	(What (a)+形容詞+名詞+you have)

共通語としての英語でコミュニケーション：「歩み寄り」のための便利表現 (the lingua franca skills)

1. Hesitation: (躊躇)
    When you need time to think before speaking … (ちょっとためらい・時間かせぎ)
    Well, …Um…, Let me see,…Let me think,…
    When you have forgotten a word/something/name … (スペル、言葉等思い出したい時)
    How do you spell that?; what is another word for…?

2. Asking for help:
    When you would like to ask for help … (何か助けが必要な時・会話の流れを見失った時)
    I need some help?; I don't know what to say?; I'm a little confused; Could you give a hand?

3. Clarification:　(明確化、わからないところをはっきりさせたい時)
When you would like someone to repeat something … なにかを繰り返してほしい時
    I beg your pardon; what was that; could you repeat that more slowly/loudly

    When you would like someone to explain something … なにかわからないところがある時
    What do you mean?; I don't think I follow you; I'm afraid I don't get it.
    When you would like to check if s/he/they are listening … 相手がちゃんと聞いているか・話についてきているか確認する時
    Are you with me?; Are you listening?; Do you follow?
    When s/he/they have misunderstood you … 相手が勘違いしていると気づいた時
    That's not what I meant; Sorry, let me explain that again; Let me put it another way.

4. Confirmation:　(確認したい時)
    When you would like to confirm whether s/he/they understand you … 相手がちゃんと自分を理解しているか確認したい時
    Is that clear?; Are you with me?; Am I making sense?; Do you see what I am trying to say?
    When you would like to confirm that you correctly understand the other him/her/them　自分が相手のことをちゃんと理解しているか確認したい時
    Does that mean …; In other words… Are you trying to say that…?

Some samples for drills/quizzes:
COMMON STRUCTURES OF COMPLIMENTS IN ENGLISH

1.	Your _____ is (really) _____!	Your blouse is (really) beautiful!
	Your _____ look(s) (really) _____!	Your car looks (really) cool!
2.	I (really) like/love your_____!	I (really) like your dress!
		I (really) love your hat!
3.	That's a (really) _____ ____!	That's a (really) nice table!
4.	You have such (a) _____ ____!	You have such beautiful hair!
5.	What (a) _____ _____ you have!	What a lovely baby you have!
6.	Isn't/aren't your _____ _____!	Isn't your ring beautiful!
7.	You (really) _____ (a) _____ _____!	You (really) did a good job!
8.	You (really) _____ _____!	You (really) handled that situation well!

Appendix XII The collected data foranalysis/interpretation

	Observation (the teacher-researcher's journal and video recording)/the supervisor's notes							
Preliminary assessment	Baseline data 2 (Appendix IX)							
The critical pragmatic pedagogy (Instruction/assessment procedure explained in Appendix X)	(A) Linguistic and cultural resources			(B) The perception changes (the 'third place' perspectives)	(C)The Action based on the 'third place' perspectives	(D) The interactions' influence (among peers / teacher-student(s)	The pedagogy/ the lesson (including the teaching material)	The QAR
	(A-1) the ELF awareness	(A-2) The range of sociopragmatic awareness	(A-3) The pragmalinguistic information					
	Oral/ Written	Oral/ Written	Oral/ Written	Oral/ Written	Oral/ Written	The JLs/T-JL(s)		
a (Pre-lesson performance)			○ / ○			○ / ○		
b	○ / ○	○ / ○				○ / ○		
c						/ ○		
d-1				○ /		○ / ○		
d-2				/ ○		/ ○		
e		○ /				○ / ○		
f	○ /	○ /				○ / ○		
g						/ ○		
h-1				○ /		○ / ○		
h-2				/ ○				
i			○ / ○			/ ○		
j (During-lesson performance)					○ / ○	○ / ○		
k-1				○ /				
k-2				/ ○				
k-3						Discussion		
k-4							Discussion	
Section 1								
Self-report data — Delayed post-lesson performance					○ /		/ ○	
Self-report data — Interview	○ /	○ /	○ /	○ /	○ /	○ /	○ /	○ /
Self-report data — Follow-up mail correspondences	/ ○	/ ○	/ ○	/ ○	/ ○	/ ○	/ ○	/ ○
The questions include the ones conerning the teacher's teaching skills, ability to conduct the QAR, etc.								
Section 2								
Supervisor's final report								
Section 3								
Teacher-researcher's reflection on her professional and personal development								
Section4								
Total evaluation (Section 1, 2,3 and 4)								

○ / ○ refers to that there are both oral and written data, or both data concerning interaction among the Japanese learners (JLs) and between the teacher and the JL(s).

Appendix XIII

Check list

Research questions	Student A		Student B		Student E		Student F	
	TR	SUP	TR	SUP	TR	SUP	TR	SUP
(A) Linguistic & cultural resources								
(A-1)　The ELF awareness	▲	○	○	○	○	◎	X	○
(A-2) The range of sociopragmatic awareness	○	◎	○	◎	○	◎	▲	○
(A-3) The pragmalinguistic information	○	▲	▲	X	○	▲	▲	X
(B) The perception changes	○	◎	▲	○	○	○	▲	○
(C) The digestion of the pragmalinguistic forms	○	▲	▲	▲	○	◎	○	▲
(D)The action based on the 'third place' perspectives	○	○	○	○	○	○	○	○
(E) The interactions' influence	○	◎	○	○	◎	◎	UA	UA

TR refers to the teacher-researcher; SUP refers to the supervisor.　For the sake of convenience, the following were used to evaluate the effects: ◎ refers to "very effective"; ○ to "effective"; ▲ to "not very effective" ; x to " ineffective"; UA to "unable to judge." (Unfortunately, Student C and D could not participate because they were affected by the aftermath of the earthquake that happened on March, 11, 2011.)

Appendix XIV

The directions for open-ended questions for the interview/the follow-up mail correspondence:

I: clarifying how the JLs thought about the content of the ELF explanation as well as how they received the explanation as an instructional procedure/material;

II: exploring each JL's feelings towards the AE sociopragmatic features;

III: finding out how the JLs thought about the content of the pragmalinguistic information and whether or not the JLs found the chosen learning manners supportive for the JLs to digest the expressions;

IV: further exploring each JL's expressed perceptions in the reflection sheet and also finding out how each JL's perceptions/feelings/thinking were at work during/after the performance/Action (j);

V: exploring how the JLs received the three types of interaction and how they evaluate the pedagogy/material.

Appendix XV   Qualitative action research (QAR) schedule (including concerns for variability and ethical features)

TR refers to the teacher-researcher; SUP refers to an ex-colleague/supervisor; JLs refers to adult Japanese learners/participants.

	When	Where	What
Premilinary meeting with the target JLs: Describing the research project			
Plan	April, 2009		- Explained the purpose of the QAR and the pedagogy to SUP and confirmed her willingness to join the project. - Prepared handout documents necessary for preliminary meeting.
Act / Observe	May 2009	Aichi Arts Center	- Explained the purpose of the project. - Assured confidentiality of collected data. - Confirmed the participants/the JLs' willingness to join the project. - Received permissions from the JLs concerning keeping a journal and video recording. - Let the JLs know that they were welcome to ask any questions. - Gathered the base-line data/the pre-lesson performance.
Reflect	May, 2009	Examined the base-line data and prepared the material for the lesson.	
The second meeting with the JLs: Implenting the critical pragmatic pedagogy			
Plan	May, 2011[195]	- Confirmed the material and pilot-tested them. - Contacted the JLs and fixed a date for the second meeting; inform the JLs to bring pens/pencils/dictionary.	
Act/ Observe	May 21, 2011, Time (approxim ately): one group from 14:00 to 14:30; the other from 18:00 to 20:30)	At the same locations as the preliminary meeting (Standardizing variables as much as possible)	**Lesson** Introductory phase - Reminded the JLs of the purpose of the QAR, explained the theme of the lesson "Giving compliments and responding to compliments as part of greeting in cross-cultural communication (CRG)". - Reassured the confidentiality of the data. - Had some time for the JLs to ask any questions concerning the lesson. - Received the permissions from the JLs. - Made sure that the lesson was not to conduct a test but to introduce a new pedagogy so that the JLs should be relaxed. Implementation phase - The JLs were welcomed to ask any questions concerning the instruction, handouts documents, etc. during the lesson. Closing phase - Had some time to thank the JLs for their cooperation. Informed the JLs that there would be an interview and follow-up mails to ask further questions.
Reflect upon the second meeting	May 21 ~ , 2011	- Asked SUP to observe the JLs' videotaped performances in the pre-lesson and during the lesson and to take notes/comments. - Asked SUP to fill out the observation check list (shown in Chapter XIII).	
The third meeting with the JLs: Post-lesson performance/interview			
Plan	May 22/23, 2011	- Had a meeting with SUP and confirmed the questions (particularly open-ended questions). - Decided to cancel the delayed post-lesson interview. - Decided exactly when to conduct the interview.	

[195] Due to the teacher-researcher's physical condition (a serious back ache) and also the earthquake happened in March 11, 2011, and subsequent aftermath incidents, the timing of the lesson was postponed. Unfortunately, TR found out that two JLs were affected by the incidents and could have time for the project.

Act/ Observe	May 26, 2011[196]	- At the location	Introductory phase - Explained the purpose of the interview. - Reviewed the procedure of the implemented pedagogy/the lesson; clearly explained the three types of interactions (among the JLs, between TR and the JL(s) and among JLs and TR in Group discussion. - Reassured the confidentiality of the data. - Had some time for the JLs to ask any questions concerning the interview. - Received the permission from the JLs concerning keeping the journal. Implementing phrase - Semi-structured interview Closing phase - Had some time to thank the JLs for their cooperation. - Let the JLs know that they were welcome to ask any questions and that would ask them to review my interpretations of the answers during the interview and also to check the interpretations translated in English. *Tell them that I would give them a model dialogue in L2 for each created script.
Reflect upon the third meeting	May 26 ~, 2011	-	Gave SUP a copy of the notes taken by TR right after the delayed post-lesson performance and during the interview.
The follow-up mail correspondence			
plan		-	Had a meeting with SUP and confirmed the questions.
act	May 29, 2011	-	Mailed the questions to each JL.
Reflect upon the follow-up mail correspon dence	June 8, 2011	-	Gave SUP the copies of the mail correspondences.
Reflect upon the pedagogy /QAR/TR	June 10 ~, 2011	- Interpreted and analyzed the gathered data and reflected on the various features of the pedagogy, the material, QAR, and TR. - Asked the JLs to review my interpretations/the translations of their interview. - Showed the interpretation and analysis to SUP and asked for her comments. - Asked SUP to write a final report. - Reflected on TR's professional/personal development. - Wrote a TR's final report (Discussion/pedagogical implication in the chapter 7).	
Plan	(In the future)	Clarify aspects concerning the pedagogy/the QAR/TR's professional and personal reflection and examine if these aspects could reflect upon the pedagogy/the continuing QAR/TR's positioning as a language teacher. Make major/minor changes to make the QAR more appropriate and the pedagogy more suitable/beneficial for the JLs.	

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196 Due to the JLs' schedule, I was not able to conduct the third meeting after a week after the lesson.

Appendix XVI Pre-lesson performance (translating the script from Japanese to English)

	Student A		
1	ああ！マリア！	1	
2		2	あ～！一郎！お元気ですか？
3	はい、おかげさまで元気です、あなたは？ Hi. I'm fine thank you and you?	3	
4		4	ありがとうございますーまあまあ元気にしています。それにしても偶然ですねー Thank you, I'm so fine.
5	そうですねー Yes	5	
6		6	あー、その携帯なんかいいですねー！ Oh, your fone is very nice
7	あ、これですか？（笑）ありがとうございます。これ先週ビッグカメラで買ったんですよ。 Oh! This one? Thank you I ぼーと in Big Camera.	7	
8		8	え？すみませえん、今なんて？ What? Sorry.
9	ああ、失礼、この携帯先週買ったんです。 Oh, sorry, this fone ぼーと last week.	9	
10		10	あー、なるほど、そうですか。 とってもすてきですよ、センスいいですねー Oh, I see very nice, your sense is good.
11	ほんと？そうでしょうか、、？ Really?	11	
12		12	そうですよ、ほんと、かっこいいですよ～　色もいいですね Yes, very nice, color is good too
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません See you again.	19	
15		20	じゃ、また。 Bye bye.
16	じゃ、！失礼します～さようなら Ok, bye.	21	

Student B

#		#	
1	ああ！マリア！	1	
2		2	あ～！一郎！お元気ですか？
3	はい、おかげさまで元気です、あなたは？ How are you?	3	
4		4	ありがとうございますーまあまあ元気にしています。それにしても偶然ですねー Thank you.
5	そうですねー	5	
6		6	あー、その携帯なんかいいですねー！ Oh!
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？すみませえん、今なんて？ What?
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	あー、なるほど、そうですか。 とってもすてきですよ、センスいいですねー
11	ほんと？そうでしょうか、、？	11	
12		12	そうですよ、ほんと、かっこいいですよ～　色もいいですね
13	え～実は私も結構気に入ってるんですよ、、、あの、、、ところで、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	19	
15		20	じゃ、また。
16	じゃ、！失礼します～さようなら	21	

Student E

#		#	
1	ああ！マリア！ Oh, Maria!	1	
2		2	あ～！一郎！お元気ですか？ Oh, Ichiro, how are you?
3	はい、おかげさまで元気です、あなたは？ I'm fine, you?	3	
4		4	ありがとうございますーまあまあ元気にしています。それにしても偶然ですねー Thank you, I'm fine. I meet you like this
5	そうですねー Yes!	5	
6		6	あー、その携帯なんかいいですねー！ Your phone looks good.
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。 Oh, this? Thank you. I bought it last week in Big Camera.	7	
8		8	え？すみませえん、今なんて？ What? Excuse me, what you said?
9	ああ、失礼、この携帯先週買ったんです。 Oh, excuse me, I bought this last week.	9	
10		10	あー、なるほど、そうですか。 とってもすてきですよ、センスいいですねー Oh, I see. It looks really nice. You have nice sense.
11	ほんと？そうでしょうか、、？ Really? You think so?	11	
12		12	そうですよ、ほんと、かっこいいですよ～　色もいいですね Yes, really. Your style is cool. The color is nice, too.
13	え～実は私も結構気に入ってるんですよ、、、 I like it, too.	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません Sorry, then, I will see you soon?	14	
15		15	じゃ、また。 Okay, bye.
16	じゃ、！失礼します～さようなら Good bye.	16	

	Student F		
1	ああ！マリア！	1	
2		2	あ～！一郎！お元気ですか？ Ichiro, how are you?
3	はい、おかげさまで元気です、あなたは？ I'm fine thank you, and you?	3	
4		4	ありがとうございますーまあまあ元気にしています。それにしても偶然ですねー Thank you very much.
5	そうですねー Yes.	5	
6		6	あー、その携帯なんかいいですねー！ Your phone
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。 Thank you very much.	7	
8		8	え？すみませえん、今なんて？ I am sorry.
9	ああ、失礼、この携帯先週買ったんです。 Last week	9	
10		10	あー、なるほど、そうですか。 とってもすてきですよ、センスいいですねー
11	ほんと？そうでしょうか、、？	11	
12		12	そうですよ、ほんと、かっこいいですよ～　色もいいですね Good color
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	19	
15		20	じゃ、また。
16	じゃ、！失礼します～さようなら Good bye.	21	

During-lesson performance

	Student A (revising the script in Japanese)		
1	ああ！マリア！	1	
2		2	え～！一郎！元気にしてた？
3	はい、おかげさまで元気です、あなたは？	3	
4		4	元気だけど、先日までひどい風邪だったのよ、昨日まで寒かったしね
5	そうですねー	5	
6		6	ところで、その携帯かっこいいね
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？今なんて？
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	あーそうですか、 ほんとあなたはセンスいいですよね
11	ほんと？そうでしょうか、、？	11	
12		12	そうですよ、色がいいし、形もめずらしいですよ
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	
15		15	じゃ、また。
16	じゃ、！失礼します~さようなら	16	

	Student A (translating the revised Japanese line to English)		
1	ああ！マリア！	1	
2		2	What? Ichiro? How are you doing?
3	はい、おかげさまで元気です、あなたは？	3	
4		4	I'm fine, but I was cold at yesterday. Yesterday, it was so cold…
5	そうですねー	5	
6		6	By the way, your mobile phone is very pretty!
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	I beg your pardon?

9	ああ、失礼、この携帯先週買ったんです。	9	Oh! I see. I really like your mobile phone, you have a good taste, don' you!
10		10	
11	ほんと？そうでしょうか、、？	11	
12		12	Yes, it is nice color and
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	
15		15	じゃ、また。
16	じゃ、！失礼します～さようなら	16	

Student B (revising the script in Japanese)			
1	ああ！マリア！	1	
2		2	こんにちは！一郎さん、お元気ですか？
3	はい、おかげさまで元気です、あなたは？	3	
4		4	元気ですよ、久しぶりですね
5	そうですねー	5	
6		6	その携帯いいですね、最新のスマートフォンですか？
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？ビッグカメラ！？
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	色と形もいいですね
11	ほんと？そうでしょうか、、？	11	
12		12	ほんとですね、私も欲しいと持っていたんですよ。
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	
15		15	じゃ、また。
16	じゃ、！失礼します～さようなら	16	

Student B　(translating the revised Japanese line to English)			
1	ああ！マリア！	1	
2		2	Hi, Ichiro, how are you?
3	はい、おかげさまで元気です、あなたは？	3	
4		4	Oh, I'm good.
5	そうですねー	5	
6		6	Wow! Your mobile phone looks good.
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	What? Big Camera?
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	Oh, okay, It looks great!

11	ほんと？そうでしょうか、、？	11	
12	え～実は私も結構気に入ってるんですよ、、、	13	
13	じゃあ、ではまた今度？お時間とってしまってすみません	14	
14		15	See you soon!
15	じゃ、！失礼します～さようなら	16	

Student E (revising the script in Japanese)

#		#	
1	ああ！マリア！	1	
2		2	あっ一郎～元気にしてた？
3	はい、おかげさまで元気です、あなたは？	3	
4		4	まあまあ元気ですよ。
5	そうですねー	5	
6		6	ところで、その携帯すてきですね
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？なんと言ったらいいかしら、、、ごめんなさい、今のわからなかったんだけど？
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	あーそうですか。わかりました。
11	ほんと？そうでしょうか、、？	11	
12		12	形は最高ですよ、色ははっきり言って私の趣味じゃないけどねー
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	今度飲みにいきましょうよ。酒でも。あの、今のわかってます？
15		15	じゃまた、連絡します。
16	じゃ、！失礼します～さようなら	16	

Student E (translating the revised Japanese line to English)

#		#	
1	ああ！マリア！	1	
2		2	Hey! Ichiro, how are you?
3	はい、おかげさまで元気です、あなたは？	3	
4		4	I'm okay.
5	そうですねー	5	
6		6	By the way, your mobile phone looks great!

7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	Well, I don't know what to say, I'm afraid I don't get it…
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	Oh, I see, I understand.
11	ほんと？そうでしょうか、、？	11	
12		12	It looks great. Excuse me, but, frankly, the color is not my preference.
13	え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	Well, let me think. Let's go for a drink soon, let's do sake! Are you with me?!
15		15	Okay, I will call you.
16	じゃ、！失礼します～さようなら	16	

Student F (revising the script in Japanese)

1	ああ！マリア！	1	
2		2	え～！一郎！元気でしたか？
3	はい、おかげさまで元気です、あなたは？	3	
4		4	はい、元気です。
5	そうですねー	5	
6		6	その携帯とてもすてきですね？
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	え？今なんておっしゃいましたか？
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	なるほど、センスは抜群ですね！
11	ほんと？そうでしょうか、、？	11	
12		12	私はそう思います。あたたの文化ではこのようにほめられることは普通ですか？世界では日本人は恥ずかしがりやであまり人をほめないと思われている傾向があります。なので、驚きましたか？
13	そんなことないですよ！でも聞いていただいてありがとうございます。 え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	
15		15	じゃ、また。
16	じゃ、！失礼します～さようなら	16	

Student F (translating the revised Japanese line to English)

1	ああ！マリア！	1	
2		2	Hi. How are you doing?
3	はい、おかげさまで元気です、あなたは？	3	
4		4	Hi, I'm okay.
5	そうですねー	5	
6		6	What a nice mobile phone you have.
7	あ、これですか？(笑)ありがとうございます。これ先週ビッグカメラで買ったんですよ。	7	
8		8	Pardon me?
9	ああ、失礼、この携帯先週買ったんです。	9	
10		10	You have a good taste!

11	ほんと？そうでしょうか、、？	11	
12		12	Yes.
13	そんなことないですよ！でも聞いていただいてありがとうございます。 え～実は私も結構気に入ってるんですよ、、、	13	
14	じゃあ、ではまた今度？お時間とってしまってすみません	14	
15		15	See you.
16	じゃ、！失礼します～さようなら	16	